



# **INFORMATION SEEKING BEHAVIOUR OF STUDENTS OF EDUCATION IN AMU, ALIGARH : A SURVEY**

**DISSERTATION**

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By

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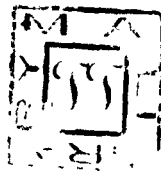
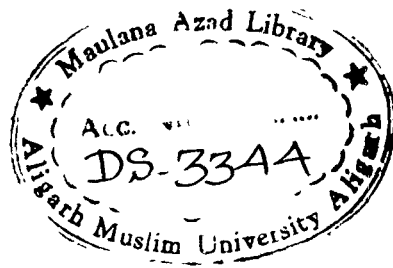
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ALIGARH MUSLIM UNIVERSITY  
ALIGARH (INDIA)  
2003



DS3344



*This dissertation*  
*is dedicated to*  
*My*  
**Ever Loving Parents**

*For me the greatest source of inspiration,  
whom I have always felt Supporting and  
motivating me at every step,  
since my child hood.*

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## *Certificate*

*This is to certify that Miss. Seemin Moin Khowaja has completed her dissertation entitled "**INFORMATION SEEKING BHEAVIOUR OF STUDENTS OF EDUCATION IN AMU, ALIGARH: A SURVEY**" in partial fulfilment of the requirement of the award of the degree of Master of Library and Information Science (2002-2003). She has conducted the work under my supervision and guidance. I deem it fit for submission.*

( S. Mustafa K. Q. Zaidi )  
Ex-Chairman

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Questionnaire Administered to different users' of the  
Department of Education

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## Chapter-1

### Introduction

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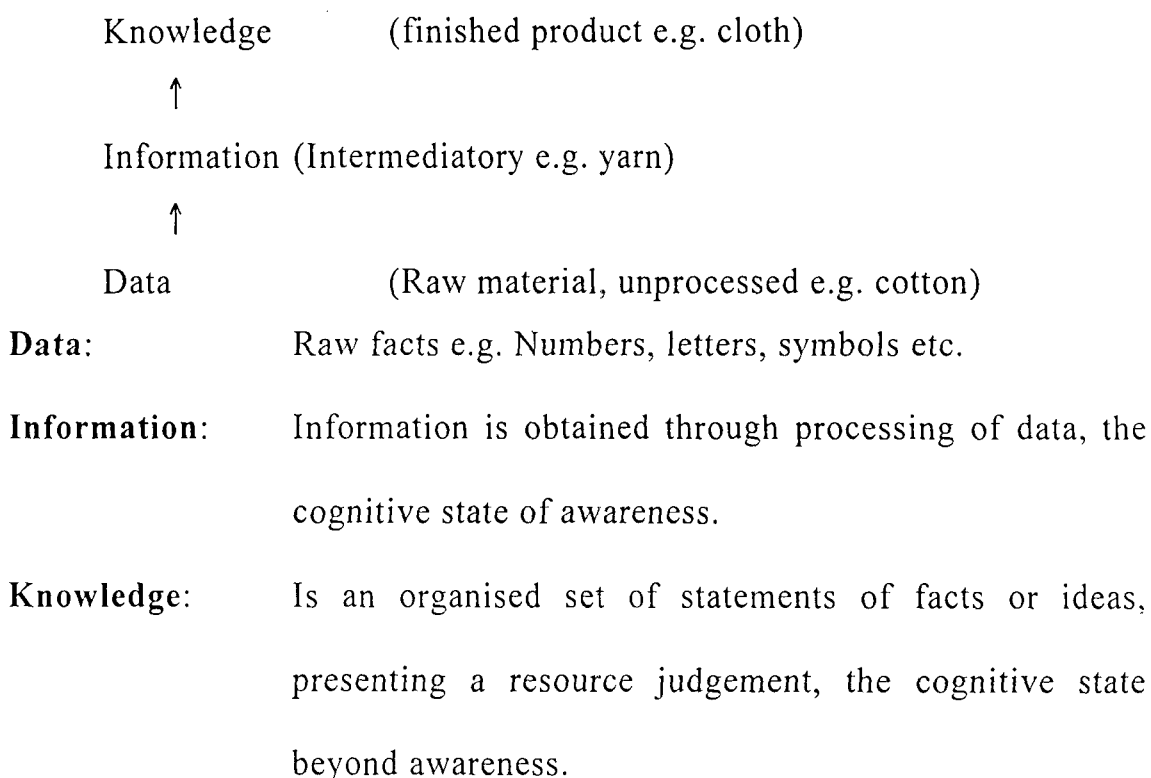


## *Introduction*

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Information is a basic resource link between a variety of activities like intellectual or material, in the society.

Information leads to knowledge. Knowledge is a pre-requisite for wisdom which, when applied judiciously, contributes to prosperity in diverse areas of human activities – academic, social & industrial, the world has now moved from the industrial revolution into the information revolution. There is a little difference in the words.



### **What is Information?**

The term information is extensively used in the documents on library sciences, documentation science and information science. It is used with a

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variety of meanings some identify it with communication over transmission lines, measured by the statistical properties of signals, some identify it with recorded facts, some with the content of text, some with the experience stored in human mind. Therefore: -

### **Information is**

A property of data resulting from or produced by a process performed upon the data. The process may be simply data transmission, it may be data selection, it may be data organization, it may be data analysis.

### **Information is**

The message conveyed or intended to be conveyed by a systematized body of ideas, or its accepted or acceptable substitutes.

### **Information is**

The product of human brain in action. It may be abstract or concrete. It is obtained by the processing of data.

### **Information**

It has many aspects by nature. According to the Mathematical theory of information, the amount of information in a message is related to the probability ratio of the message. The more it reduces probability, the more information it has. This theory believes that the prior knowledge of the recipient may reduce the amount of information in a message. The semantic

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theory of Information on the other hand, suggests that a prior knowledge may increase the amount of information in a message. The former theory views information from technical viewpoint and is concerned with the problem of accurately transmitting the symbols communicating the information.

### **According to Brookes**

Knowledge is a sum of many bits of information & when more information is added to the existing knowledge structure, it gets modified. His views are expressed by the following equation.

$$\Delta I + (S) \rightarrow (S + \Delta S)$$

Where, S is the knowledge structure modified by the information input  $\Delta I$ , to bring forward a totally next knowledge structure  $(S + \Delta S)$ .

*BELL* says-

**“Information is news, facts, statistics, reports, legislation, tax-codes, judicial decisions & resolutions”.**

### **According to MACHLUP**

Information, differentiating it from knowledge at the same time, according to him (i) information is timely, transitory, perhaps even ephemeral, whereas knowledge is of enduring significance. (ii) Information is piecemeal, fragmented, particular where as knowledge is structural

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coherent and universal. (iii) Information is a flow of messages whereas knowledge is a stock largely resulting from the flow.

### **CONCEPT OF INFORMATION**

The notion of information is one of the basic concepts. Researchers study several ideas of it and everyone seems to refer to one of the two polar types with more or less admissions. The first approach proposes to consider information as objective and user as something like an input-output device for this information without any impact on its sense, at that the nature of information using does not stand on circumstances of this process. Events and processes of outness are in the high light. Another approach views information as something created by a man on the basis of some received data and his own knowledge. In this case, the sense of created information depends on conditions of its formation and its author, i.e., on context. Problem-solving processes.

### **Kinds of Information –**

According to J. H. Shera, information is of six kinds.

1. **Conceptual Information:** - The ideas, theories, hypothesis about the relationship, which exists among the variables in the area of a problem.

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2. **Empirical Information:** - Experience, the data of research, may be drawn from one's self or through communication from others. It may be laboratory generated or it may be a product of the 'Literature Search'.
3. **Procedural Information:** - The methodology which enable the investigator to operate more effectively. Procedural information relates to the means by which the data of the investigation are obtained, manipulated, and tested; it is certainly methodological and from it has been derived the scientific attitude. The communication of procedural information from one discipline or field of investigation to another may illuminate vast shadows of human ignorance.
4. **Stimulatory Information:** - Man must be motivated and there are two sources of such motivation that is transmitted by direct communication – the contagious enthusiasm of another individual – but whether directly or indirectly communicated, it is probably the most difficult of all forms of information to systematise. It is nature fortuitous by it submits unwillingly to direction or compulsion...
5. **Policy Information:** - This is the focus of the decision-making process. Collective activity necessitates the definition and objective

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and purpose, the fixing of responsibility, the codification of rights and privileges, and the delineation of functions.

6. **Directive Information:** - Group activity cannot proceed effectively without coordination, and it is through directive information that this coordination is achieved.

**UNISIST-II:** - Gives a restricted meaning to information. In the context of science, technology and societal development:

*"Information is the symbolic elements used for communicating scientific and technical knowledge, irrespective of their nature (numerical, textual etc) material carriers, form of presentation etc. It refers to both substances or contents of documents and to physical existence the term is also used to designate both the message (substance and form) and its communication (act)."*

*Prasad, H. N. Inf. Needs and Users*

**Ranganathan's Five Law's of Library Sciences re-interpreted by G. Bhattacharya into five normative principles of information are given below:**

1. Information is for use
2. Every Information user his/her information
3. Every piece of information its user
4. Save the time of the information-user
5. The universe of information is ever-growing

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**Some of the Universal Barriers of Information are:**

1. The barrier of large number including the phenomenon of a small piece of information lying buried in a vast mass of information.
2. The barrier of inadequate finance.
3. The barrier of language (man made/machine)
4. Barrier caused by Jargon e.g. Neologism, synonym, Acronym and levels of presentations fail to convey the message intended to be communicated.
5. Cultural and social differentiation may cause serious problems of communication.
6. The barrier of space
7. The barrier of time
8. The barrier of lack of accessibility to right sources of information.

***J. Becker says-***

“Information is facts about any subject information”

“Information is that which is capable of transforming structure”

-----N Belkin -----

“Information is that which reduces uncertainty”

----- Newman & Newman-----

### **APPROACHES OF INFORMATION**

According to Wersig & Neveling give the following 6 approaches to information:

1. **The Structural approach:** - In this approach information is viewed as structures of the world or static relations between physical objects, which may be perceived, or not.
2. **Knowledge Approach:** - Recording of information through experiences and observation and get collected as a knowledge built

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on the basis of perception of the structure of the world. Problem is “Information” may erroneously to be used for the term “knowledge”.

3. **Message approach:** - Contents may convey in the form of a message. It is concerned with the transmission of symbols representing a message.
4. **Meaning approach:** - Semantic contents of message are accepted as information.
5. **Effect approach:** - Information occurs only as a specific effect of a process. It is also called as result approach.
6. **Process approach:** - Based on an idea occurring in the human mind when a problem occur.

$\text{Idea} + \text{mind} = \text{Process}$
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### **Nature of Information**

The nature of information is that it is an element of a knowledge spectrum (Delons). Here data, information, knowledge and wisdom are viewed as a part of a continuum, one leading into another, each the result of action on the preceding, with no clear boundaries between them.

Information originates and is generated because there exists a need or an interest.

### **Characteristics of Information**

1. Information is the *flow of any kind of message*.
2. Information is *transient* by nature or character.
3. Information *inherits meaning* (it may provide meaningful message).
4. Information is *not vague*.



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5. Information is *fragmented* these facts collectedly generate “knowledge”.
6. Information is *dynamic-By nature*. It is not a static process with the progress of mankind more and more researches are conducted and newer information is added to the Universe of knowledge proves its dynamic character.
7. Information is *timely* – Information is characterised by timeliness. *It is bound by time limit*, as a fact known, is information and after some time it will be termed as knowledge.
8. It is *purpose action oriented*.
9. Information is *transitory nature*.
10. Information is *quantitative*.
11. Information needs *person affiliations* i.e. known facts when told to other person or passed through any mode becomes information i.e. it needs someone to carry the known material to others.
12. Information is *structural* – An important characteristic of information is its structural form. *It is usually the result of occurrences featured by a systematic sequence*, which can be analysed for manipulation.
13. Information is *explanatory or descriptive*.
14. Information can be *abstracted* or *extracted* for better and beneficial usage.
15. It can be *translated* in number of languages but still retains its original form.
16. It can be *surrogated* in place of others.
17. Information can be *changed into other mediums*, transmitted by speech, books, television etc.
18. Information is mainly related to *abstracts and behaviours*.
19. Information may be *destroyed*, there are chances of disappearing.
20. Information may be *interpreted wrongly*. Information is the product of observation and experimentation, it may be generated by anyone at anytime, so, and there may be chances of its wrong use, also.

## THEORIES OF INFORMATION

### 1. **Mathematical theory of Information**

Early theory of information was based on the classic research of Shannon and Weaver, who suggested that the amount of information in a message is related to the size of the vocabulary available in it. As they were working in the context of communication engineering, computers and telegraphy, the amount of information was measured on 'bit'.

The mathematical theory of Information, thus evolved, stated that the amount of information in a message, is related to the probability ratio of the message i.e. if a message has lesser number of terms there is possibility of 50% of information reception, as there are equal charges of processing either correct or incorrect. And if, the number of terms is more, the possibility of getting more and correct information is high. But if, the recipient has prior knowledge of the same, it will reduce the amount of information in a message.

### 2. **Semantic Theory of Information**

According to this theory, information in a message, is increased by the prior knowledge of the recipient. This theory was referred to by Fairthorne as the phlogiston theory of information in which an earlier knowledge of the message would increase the information content for a

particular recipient, as he would be able to extract more or fully because he knows the basics of that concept.

### 3. **Whittemore and Yovits Theory**

The two models elaborated earlier are not fit to work as an information unit, so Whittemore and Yovits generalised another information system. They suggested that, information is data of value, for decision-making.

This theory stated, that the information embedded, had the capacity to reduce uncertainty. The amount of uncertainty reduced would vary, with the information needed by the recipient. In this way, the decision maker will be guided by the information, in deciding matters. Information is, thus, a relative quality, and can be measured in terms of its effect on the state of the decision maker at a particular moment of time.

Thus, this theory stresses on some kind of decision making, which acts as a measure of information.

### 4. **Brookes Information Theory**

Brookes tried to differentiate between information and knowledge. He opined that the individual knowledge, that has been collected by himself, when it is collected together and presented for public use, does it become knowledge.

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To support the above statement he had put forward an equation of information theory: -

$$\nabla I + (S) \rightarrow (S + \nabla S)$$

Where S is the knowledge structure modified by the information input  $\nabla I$ , to bring forward a totally new knowledge structure  $(S + \nabla S)$ .

The information stored in the minds of the individuals, when it is expressed by speech or writing, it comes into public knowledge. This is stored in our libraries and archives as knowledge for further use.

Thus the concept of information as made clear by these theories is that information can be regarded as data, which can be transmitted between individuals, and it varies from individual to individual, regarding its usage. As information gets publicly recorded, it becomes objective knowledge, useful to everyone. From the earlier discussions, we may derive certain

### **Parameters of Information as: –**

1. Language, symbols, alphabets, codes and syntax.
2. Content, which enables us to know about the information
3. Structure, the format or organization of information and its logical relationship between statements or elements.
4. Quality, which is characterised by completeness, accuracy, relevance and timeliness of information.

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5. Quantity, which can be measured by the total number of pages, words, characters, bits, documents, etc.
6. Life, the total span of time during which value can be derived from the information.

### **Laws of Information**

Some fundamental laws of information are as follows:

1. Law of stimulation (1<sup>st</sup> Law of Information):

A decision maker remains in a state of rest to perform the same action unless and until his knowledge base is stimulated by either a piece of information from external sources (non-autonomous) or activated by his own self thinking.

2. Law of equi-action orientation (2<sup>nd</sup> Law of Information):

Under similar conditions of time, space, resources, and knowledge base, the same piece of data act as information for all decision makers and make them take the same action.

3. Law of Information utilization (3<sup>rd</sup> Law of Information):

The force that impels a decision maker to seek access to an information store is directly proportional to the product of relevance, availability, precision, accessibility, reliability and speed (of reach, recall and return) of access and inversely proportional to the cost of access.

$\text{Force} = \frac{\text{Rel} \times \text{Avail} \times \text{Prec} \times \text{Access} \times \text{Reliab} \times \text{speed of access}}{\text{Cost}}$
--

### **Information use**

There is confusion about the concept of information use. This confusion is mainly due to the failure of the researchers in the use studies to distinguish between information use, need, demand, wants and

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requirement. The reason for this failure lies in the troublesome concept of information. To overcome this difficulty attempts have been made to distinguish between “data” information and knowledge. The information falls between data knowledge. A sophisticated definition emphasises information as both commodity and a process.

Although the concept of information remains vague, it can be perceived as something between data and knowledge, which is communicated or received concerning a particular fact or circumstances in order to reduce the users uncertainty by meeting their needs. Marguis and Allen have suggested that information use is behaviour and data are collected on any behaviour by asking people about it, by observing its occurrence or by examining its artefacts. In other words, information use is that seeking behaviour that leads to the use of information in order to meet the individual needs.

The study of the Information seeking behaviour of scientists can be dated back to the later 1940's. Traditional conceptual frameworks are being re-examined and new perspectives are being proposed some of the most interesting current research is covering around investigation into the user's perspective of information seeking.

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### **Definition of terms:**

**A.M.U.:** Aligarh Muslim University is one of the seventeenth Universities, which are under the direct administrative control of the Central Government in the country. It is also mentioned in the constitution as an institution of national importance. Sir Syed Ahmad Khan started a school as far back as 1875, which later become a college under the title of Mohamadan Anglo Oriental College (MAO) in 1877 and ultimately became a University in 1920. It is now well-known university of International repute.

**Professional Courses:** According to Oxford English dictionary “Persons engaged in an activity as a means of livelihood or for gain engaged in one of the learned profession with a specific course” e.g. B.Ed., M.Ed., Diploma in Teaching. “Relating to the work of some one who is qualified for a particular job, especially work that requires special training, or people have jobs that require special training or advanced education and require advanced education and training” (BBC English Dictionary).

**Non-professional Courses:** Courses, which are not professional in status, persons, do not become professional in any specific field like B.A., M.A.

**Education:** The act or process of imparting knowledge, especially at a school, college, university or Department. A particular kind of instruction

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or training: a university education, it is subject of social sciences (Collins English Dictionary & Thesaurus 21<sup>st</sup> century edition).

**Students:** Persons following a course of study as in a school, college, University, Department.

**Aligarh:** It is situated 132 Kms away from Delhi on the G. T. Road. It is known for the Muslim University founded by Sir Syed Ahmad Khan.

**Survey:** A scientifically conducted study through which data is gathered according to definite schedule, which presented in statistical, tabulated, or summersized form.

**Information:** The word information means knowledge acquired through experience or study: The act of informing or the conditions of being informed. Is regarded as a collection of raw data, consisting of symbols, signs, signals and surrogates that can be compiled into messages (text, audio, images, or digital for communication.

**Seek:** To make search or enquiry for to look for information

**Seeking:** Means is an expression of want, demand, need or requirement that entails looking for or fetching an item or information.

**Behaviour:** According to Oxford English dictionary bearing or conduct, means the way` of behaving or behaving with careful good manners. Is normally associated with the psychological and emotional status, dynamics



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and paradigm of an individual or organization in relation or reaction to internal and external stimuli.

**Information Seeking Behaviour:** The phrase 'Inf. Seeking behaviour' has been defined variously by different authors. The following definitions of inf. Seeking behaviour will however, make the concept more clear.

Information seeking behaviour is a means towards reducing uncertainty and solving, in this case, the information needs of an information Consumer. Mick observed that the information Producing and information Seeking behaviours are closely linked and are the reasons why most information Systems are not better accepted as they fail to provide linkage between the two activities. Krikels define "Information seeking behaviour refers to any activity of an individual action that is undertaken to identify a message that satisfied a perceived need". According to King. "A manner in, which a user conducts himself in relation to a given information environment is information seeking behaviour". It is therefore regarded as essentially, a process of interaction between the user and the rest of the information system.

**Information needs:** Its utility is more in its denotive than its connotive power to denote the presence of such activities or patterns rather than to provide any descriptive content. The expression is used in a wide-ranging

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way to refer to any context where information is sought and it encompasses all forms of information seeking. In these respects, too, the expression is similar to “information need”, in that it probably does little harm and serves a certain convenience.

The concept has its home in the field of user studies (Wilson 1995) and as such its history may be considered to date back to the first studies of scientific communication and information use (Royal Society 1948). Its use has also changed with developments in that field. Early references to information – seeking behaviour would be referring to scientist’s recently Mutch in 1998. Use of formal and informal communication channels and with a predominantly quantitative flavour.

The information – seeking component of the expression might be thought to promise more than it delivers in implying a level of positive activity, which might not be borne out by studies of the individual or group, where “passive information gathering might be a more accurate description than information seeking”.

The notion of information – seeking behaviour is such a useful catchall that these philosophical caveats are unlikely to see it going out of fashion. Nowadays computer and communication specialists refer to it as

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their discipline covering the activities of processing and communication of data and information seeking behaviour.

The fact that information needs exist is no guarantee that the person who needs the information will take any action to find that information.

We must also recognize that information seeking can be understood in two senses: it is a continuous activity in a generic sense, in that we make sense of the world around us by gathering information, but for specific purposes, it is for the typical organizational member, a highly spasmodic, event-driven phenomenon.

1. **Informal information behaviour:** Information can also be a medium of exchange relationship: if I give you information when you need it today, you may give it to me when I need it.
2. **Seeking information from formal sources:** When it comes to seeking information from formal sources, such as libraries, a number of things follow from what we know about users' information seeking behaviour.
  - (a) The Crises- driven nature of much information need, together with the interrupted nature of much organizational work means that the user will always need the information right now.
  - (b) The same two characteristics means that the user will always fail to allow enough time to locate the information.

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- (c) Information seeking is an irregular, spasmodic activity the user's knowledge of information sources and his/her recollection of how to use them will always be deficient.
- (d) Information serves affective as well as cognitive needs, the information seekers may be unwilling to reveal the real reasons for wanting information. The facts have some fairly obvious consequences for the design and delivery of information services.
  - i. Computer and communication covering the development and management of information systems like libraries, database and networks – both online and off line and
  - ii. Reprography and mass communication covering the technologies used for presentation and dissemination of information.

Information science as a discipline that seeks to establish the principles that underline the information processing behaviour of humans and apply these principles for designing effective and efficient information systems.

The design of Information systems and their operations at any point of time have always been influenced by the technology available at that point of time. However, there are significant qualitative differences between the nature of changes brought about by the developments in information technology and those by earlier technologies.

### **Information Seeking Behaviour, the concept-**

For rapid growth of information increasing variety and diversity of level, frequency, volume and use. This complex situation appears to be ambiguous and heterogeneous in character so that, information needs of a particular group of users and information flow from a specific situation/ organizations are difficult to determine. Again, the use of information is so complex that there cannot be a simple system to cope up with the task of effective retrieval without assessing their specific needs. This situation has given rise to the growing concept of information searching and the manner of determining the pattern of searching is said to be considered information seeking behaviour.

### **Elements of Information Seeking Behaviours**

Information seeking is a matter more or less related to the sense making in which the individual chooses an item of information that best fits in to his needs and purposes.

According to Dervin and Nilan “Information needs” have proposed a paradigm shift for information seeking behaviour. They have identified an automative set of premises and assumptions, the essence of an alternative paradigm in a set of 6 elements such as.

1. Focus on external behaviour verses internal cognition; and

2. Concerns that a focus on individual behaviour yields too much variation for systems to integrate versus the need, with individuality in user behaviour. They, however, conclude that traditional approaches have aspired to sophisticated quantitative techniques, yet in the context of the impetus of the paradigm shifts, scholars are now calling for supplementing quantitative approaches with inductive, and qualitative approaches.
3. The conception of information as objective versus subjective.
4. The study of user behaviour primarily in the context of user interaction with the system versus holistic approaches that focus on the whole social interaction.
5. Information users as passive recipient or objective information versus purposive, self-controlling and sense-making beings;
6. User of information on behaviour applied across situations versus behaviour understood as the result of dialogue between system and the user in which need articulation goes through situationally bound interactions.

Research in information science has seen the emergence of a trend, identified by Dervin and Nilan (1986) of exploring the contexts of information seeking and use. A number of key features are characteristic of this approach; these include the aim of being receptive to differences manifest in different information seeking and use situations, extending the focus of research beyond user's information system encounters to the wider context of use, exploring user's cognition as well as observable behaviour and frequently adopting qualitative methodologies to provide rich accounts of the information behaviours of smaller groups of individuals.

## **Information Gathering**

Once “useful” information had been identified in a cutting, it would then be collected and stored as part of a small, but evolving, assignment specific collection developed as a material resource to support further information seeking or the later writing process. The means of gathering depended on how much information in a cutting was deemed potentially useful.

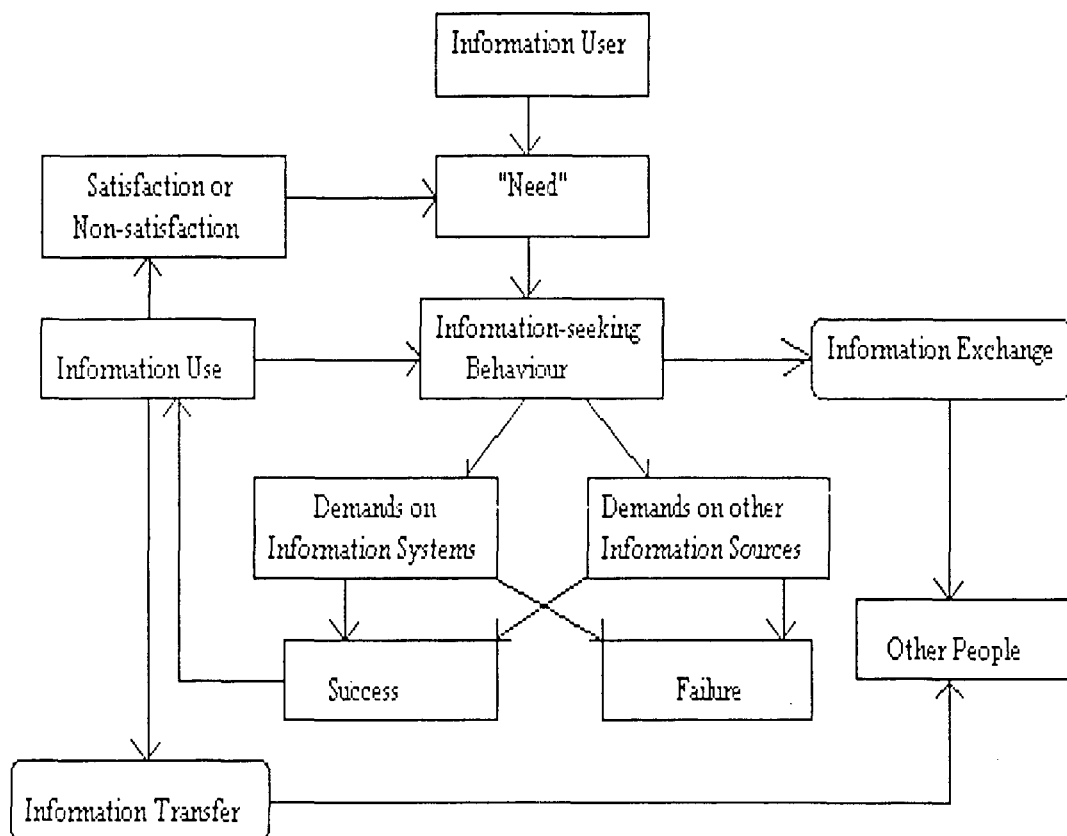
Uncertainty has developed into a significant theme in information seeking theory. Notably Belkin et.al (1982) describe uncertainty manifest in the information seekers’ inability to express their information need and Kuhlthan’s (1993). Information seeking behaviour (Wilson, 1999a) are limited in their ability to describe ELIS (Every Life Information Seeking). First, current models tend to focus on active information seeking, to the neglect of less-directed practices. Two important exceptions are Krikela’s (1983) model of information seeking behaviour, which distinguished the less-directed information gathering from the more-directed “information seeking” and Wilsons’ (1997) revised model which included passive attention and passive search as forms of information seeking behaviour.

## **Models of Information Seeking Behaviour**

Any analysis of the literature of information-seeking behaviour must be based upon some general model of what might be called "information behaviour",

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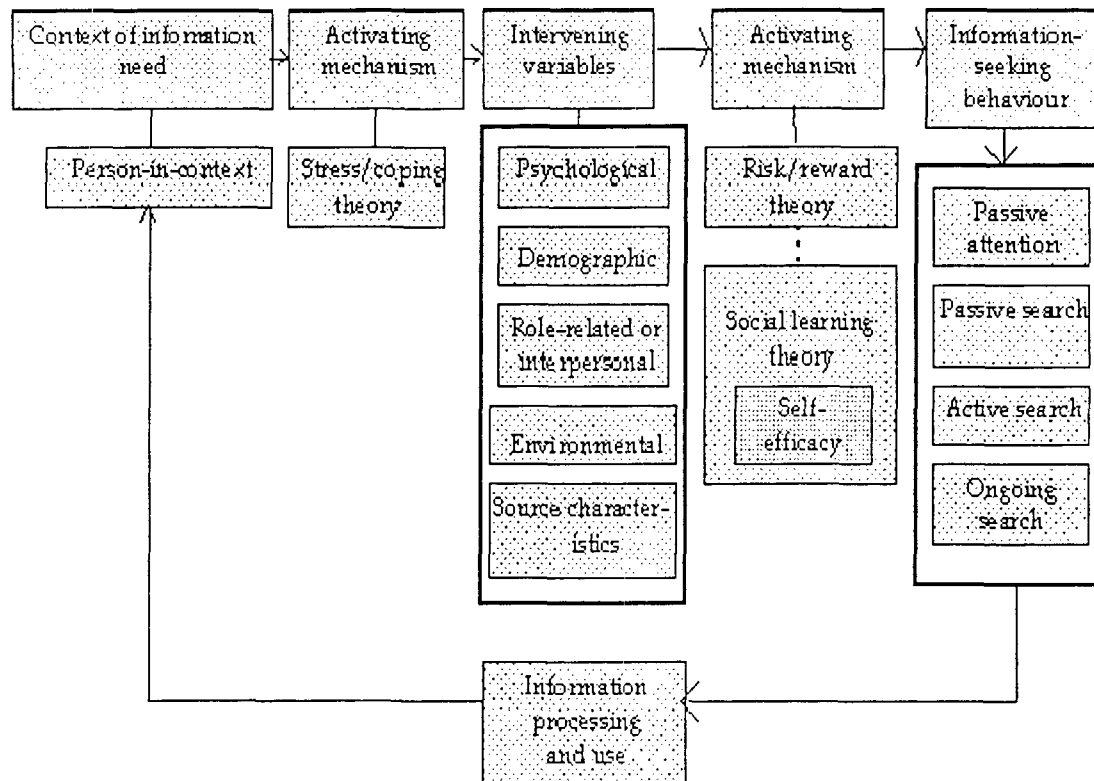
of which information-seeking behaviour is a part. Wilson's (1981) model shown locates the concepts of information need, information seeking, information exchange, and information use in a flow diagram that can be seen as charting the behaviour of an individual faced with the need to find information. Wilson argued that a general model of this kind was useful in identifying areas where additional research could be of value and pointed to the lack of research on information use as an example.



**A General model of information – seeking behaviour**



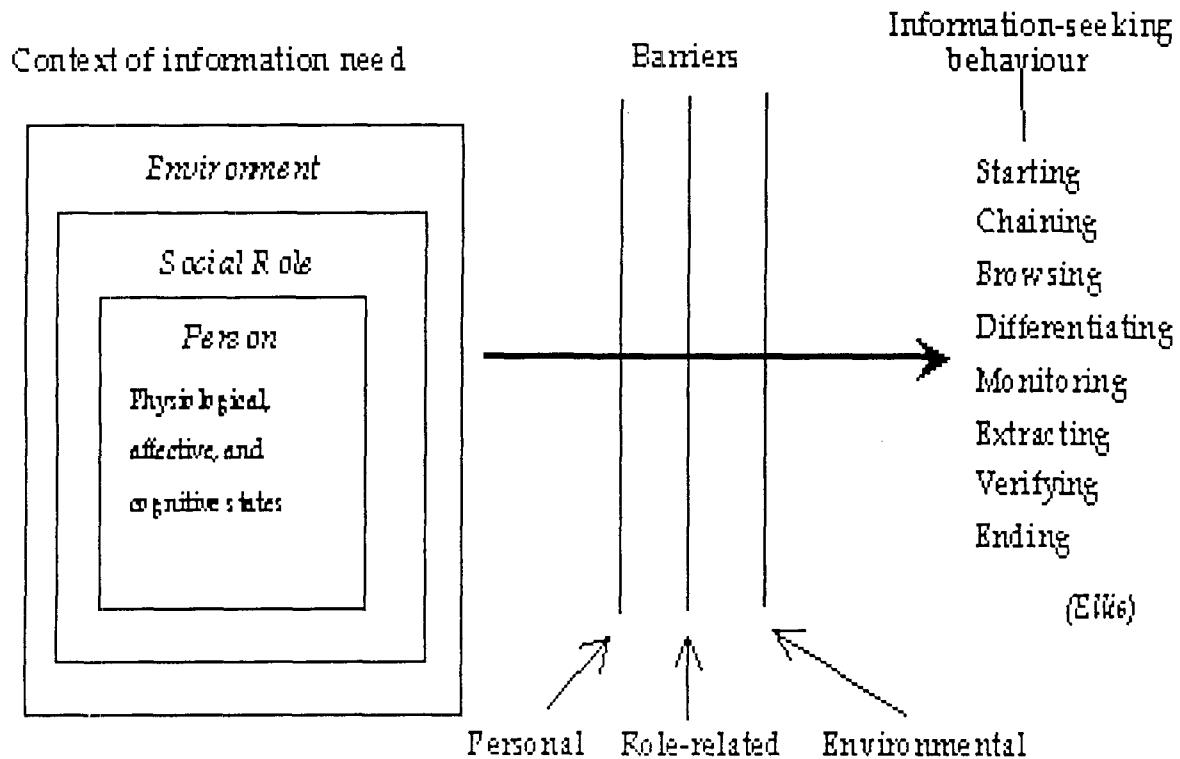
## INFORMATION SEEKING BEHAVIOUR



In the same paper Wilson proposed a model of the circumstances that give rise to information-seeking behaviour (simplified for the purpose of this report). The main elements of Wilson's model are the situation within which a need for information arises (the PERSON performing a ROLE in an ENVIRONMENT), the barriers that may exist to either engaging in information-seeking behaviour or in completing a search for information successfully, and information-seeking behaviour itself has been simplified and amended to show how Ellis's (1989) work on information seeking fits into the model.

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## A recent model of information seeking behaviour



### Information need

At the root of the problem of information-seeking behaviour is the concept of *information need*, which has proved intractable for the reason advanced by Wilson in 1999; that is, *need* is a subjective experience which occurs only in the mind of the person in need and, consequently, is not directly accessible to an observer. \* The experience of need can only be discovered by deduction from behaviour or through the reports of the person in need.

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The general concept of need is, of course, a psychological concept, since it refers to a mental state or states and a good deal of attention has been given to the idea, its subjective character and the motivation for the expression of need or the physiological drives that result in the expression of need.

The subjective expression of need given above is evident, for example, in a definition by Burnkrant (1976) "a cognitive representation of a future goal that is desired".

However, in spite of the subjective nature of need, various types of need have been defined through deduction and report. For example Morgan & King (1971) propose that needs emerge from three kinds of motives:

Physiological motives (for example, hunger and thirst) unlearned motives (including curiosity and sensory stimulation), and social motives (the desire for affiliation, approval or status, or aggression), which accords with Wilson's analysis.

In fact, the concept of *motive* may be of general use in the study of information-seeking behaviour since, if we assume that, for whatever reason, a person experiences an *information need*, there must be an attendant *motive* actually to engage in such behaviour. Within the general theory of motivation it is suggested that, when a motive is activated, a *belief-value matrix* within the individual is called on. The matrix is believed to contain images of objects that

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past experience has proved to be relevant for the satisfaction of the aroused need and that different objects will have different values associated with them relating to the believed level of success they will have in satisfying the person's need. (Burnkrant, 1976)

The notion of motive is implicit in *gratification theory* (Fiske, 1990), which has been developed in mass communications research and which assumes that an audience has complex needs that it seeks to gratify through the use of various media. The same message, transmitted through a medium, may be used by different individuals to gratify different needs. The theory also suggests (Rubin, 1986) that people are active seekers of information to gratify their needs.

McQuail (1972) suggests four main categories of gratification, which fall mainly into what we have called *affective* needs, but for which, clearly, information may have a role in gratifying:

Diversion:	escapism, emotional release
Personal relationships:	companionship, social utility
Personal identity:	comparison with life; reality exploration; value reinforcement

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That needs may have a cognitive component (as distinct from, for example, physiological needs such as hunger and thirst) is recognized in the concept of the *need for cognition*: the need to find order and meaning in the environment, which is also expressed as the need to know, curiosity, the desire to be informed.

Cacioppo, *et al.* (1984) have devised a *need for cognition* scale, which has been tested not only in the USA, but also in Holland (Verplanken, *et al.*, 1992). The present authors have considerable reservations about the usefulness of the scale, since a high degree of cognitive ability seems to be needed to complete it! However, the idea of a *fundamental* need, which drives the search for information, is seductive.

### **Types of information need**

In spite of the difficulties with the concept, various categorisations of information need have been produced. For example, Weigts, *et al.* (1993) suggest the following categories:

- need for new information;
- need to elucidate the information held; and
- need to confirm information held.

Note, however, that the focus of these types is *cognitive* need and, given the significance of *beliefs* and *values*, we need to add:

- need to elucidate beliefs and values held, and
- need to confirm beliefs and values held,

Since information may be needed to achieve these things.

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The mode of questioning in carrying out searches also identifies underlying information needs. For example, Carter (reported in Chew, 1994) suggests that when an individual is driven to seek information as a result of 'needing to know' three modes of questioning behaviour are exhibited:

questions to discover what is happening ('orientation');  
questions to check that the person is 'on the right track' ('reorientation'), and  
questions to form an opinion or solve a problem ('construction')

To these we can add, *questions to build one's knowledge of a subject*, which could be labelled 'extension'.

### **Information needs in information system design.**

The literature of computing and information systems design proved to be somewhat disappointing from the point-of-view of this review - at least as far as it was possible to cover the literature in the time available. The reason for this appears to be that systems designers are not so much concerned with how information is processed but with how *computers* are used. Their interest appears to be almost entirely in the area of how the computer interfaces (screen, mouse, keyboard) can be designed to provide the user with a more effective means of navigating the system.

Perhaps typical of the approach is that provided by Veryard (1988) who sees the problem of determining information needs as being a matter simply of

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augmenting the system designer's normal data analysis model. The acquisition of data on information needs is described in terms that suggest that it is unproblematical:

### *Interview users*

*Talk to the users, at various levels, individually or collectively, to discover the decision-making and control processes they are responsible for, the performance measures they use, and the needs they have for information.*

and, later:

### *Analyse information needs*

*Select a representative sample of information needs for detailed analysis. Analyse each selected information need in terms of the data model.*

Given the complexities of the issues revealed by research in other areas reported in this review, one cannot help but feel that the author's conclusion that:

*Using the top-down technique outlined in this paper, each selected information need is decomposed so that it can be defined from the entities, relationships, and attributes in the data model.*

is slightly optimistic.

### **Stress and coping**

As an alternative to seeking to define and gain evidence of the elusive *information need*, it may prove more helpful to focus upon the proximate causes of information-seeking behaviour, if these can be discovered. A very general theory from psychology, which has been used in health communication studies and other areas, is that of *stress* and *coping*. Stress is defined as:

...a relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and as endangering his or her well-being. (Folkman, 1984)

and coping as:

...cognitive and behavioural effects to master, reduce or tolerate the internal and external demands that are created by stressful situations. (Folkman & Lazarus, 1985)

To use this model it will be necessary to think of 'endangering his or her well-being' in very general terms: in other words, the threat to well-being may be minimal in many cases and may not be conceived as such by the person in question.



### **Coping and information use**

The *stress/coping* idea offers a useful basis for further research on information-seeking behaviour, particularly as Miller & Mangan (1983) note that:

...one key situational property that has consistently been found to affect stress is whether the individual has maximal information (predictability) or minimum information (unpredictability) about the event and its effects.

Folkman (1984) notes that coping has two major functions: '...the regulation of emotions or distress (emotion-focused coping) and the management of the problem that is causing the distress (problem-focused coping). Kleiber *et al.* (1995) comment that:

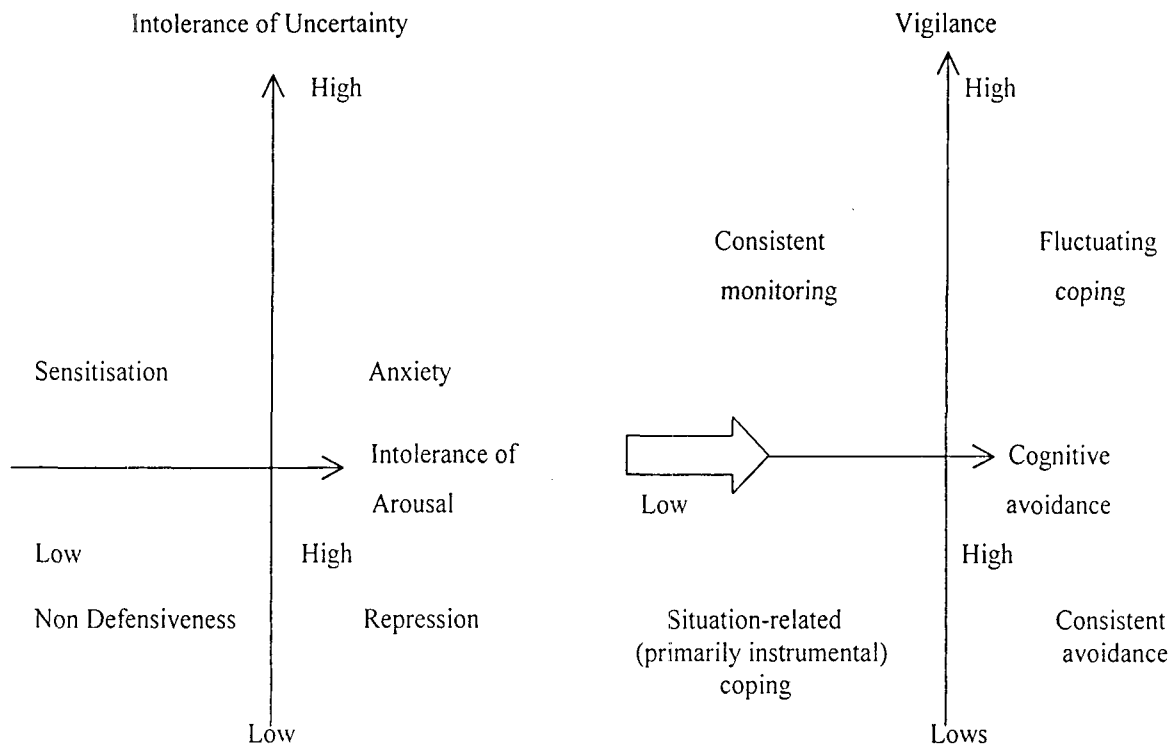
Problem-focused coping consists of efforts to change the actual circumstances of an adaptational encounter, whereas emotion-focused coping involves cognitive activities that do not alter the relationship with the environment but do alter the way in which the person-environment relationship is perceived.

Not surprisingly, van Zuuren & Wolfs (1991) find that 'monitoring' (that is, information-seeking) correlates highly with problem-focused coping.

Mutch (1998), Wilson (1999) recent model of information seeking behaviour. The relationship between information seeking and coping is set out in Krohne's two-dimensional model. This suggests that various states will exist as a

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result of *intolerance of uncertainty* and *intolerance of arousal*, of which, from an information-seeking behaviour perspective, the upper two cells, representing



(Two-dimensional model of coping)

*Sensitization* and *Anxiety*, are most interesting. If the right hand part of the diagram is seen as 'on top of' the left hand part, *Sensitization* is then seen as giving rise to *Constant monitoring* (explained by the high tendency to vigilance and the low tendency to cognitive avoidance), while *Anxiety* will give rise to *Fluctuating coping* (because of the high tendency to cognitive avoidance).

This brief review of stress and coping suggests that it may be a useful part of any revised general theory of information-seeking behaviour and could provide

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a theoretical basis for a great deal of research in diverse fields. Includes further discussion of the relationship between *self-efficacy* and coping.

### **HISTORICAL BACKGROUND OF THE DEPARTMENT OF EDUCATION, ALIGARH MUSLIM UNIVERSITY, ALIGARH**

This Department, previously known as Teachers' Training College, was established in 1923 and is a premier institution of teacher education and research in India, providing training to prospective teachers for both secondary and elementary schools. In the field of research, in addition to other areas, the THRUST AREA of research in the Department is 'MUSLIM EDUCATION.'

This department is one of the oldest departments in India. It has been actively engaged in the development of the quality of the teacher education through research, experimentation and training. Over the years, it has developed in a prominent institution in the field of teacher education providing academic leadership to other institutions situated in the surrounding area by providing academic and professional resource support.

At present, the department runs six graduate and postgraduate programmes leading to the award of B. Ed., M.Ed., and Diploma in Teaching Degree/Certificate courses.

## List of Abbreviation

- |     |         |   |   |
|-----|---------|---|---|
| 1.  | A.M.U.  | – | Aligarh Muslim University                                     |
| 2.  | Deptt   | – | Department  |
| 3.  | D.T.    | – | Diploma in Teaching   |
| 4.  | ELIS    | – | Every Life Information Seeking                                |
| 5.  | Inf     | – | Information   |
| 6.  | MAO     | – | Mohamadan Anglo Oriental College                              |
| 7.  | no      | – | Number  |
| 8.  | P.G.    | – | Post-graduate   |
| 9.  | R.S.    | – | Research Scholars   |
| 10. | UNISIST | – | United Nation Information System in<br>Science and Technology |
| 11. | Univ.   | – | Universe  |

## List of Diagram/Graphs

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## *Preface*

*The user study encompass the study of “users” in its totality i.e. overall aspect of the users. Now a day’s information is power and those persons who seek information are information seekers. The topic of the present survey is “Information seeking behaviour of students of Education in AMU, Aligarh: A Survey”.*

*The main objective of the survey is to examine the existing pattern of information seeking behaviour of education students, their requirements and identify their knowledge of the existence of information sources. Why they seek information and from where the information sources are collected.*

*The first chapter is introduction. In this chapter definition, need purpose, concept, characteristics of information and information seeking behaviour, elements, history of the department of education are provided.*

*The second chapter deals with a review of related literature where some previously published articles related to the information seeking behaviour are discussed.*

*The third chapter deals with Methodology. This chapter contain the selection of the problem, scope and limitation, objectives of the study, Hypothesis, Methodology, Tools and techniques, Data collection and data analysis method.*

*The fourth chapter deals with the analysis of data collected through questionnaire method. The data has been presented in suitable tabular and graphic form. The analysis has been made under each table.*

*The fifth and last chapter deals with the conclusions, findings and suggestions it also includes recommendation for further research.*

*At the end, appendix shows the questionnaire administered to users.*

*I would be failing in my duties, if I do not express my special thanks to my father Mr. Khowaja Moin Ahmad. All the time he showered his, blessing with love, affection, strength and encouragement without his inspiration this dissertation would not have finalized. I will be highly thankful for his moral support.*

*Last but not least, I would like to express my thanks to Mr. Bisharat Ali & Mr. Abdul Qadir who inspite of his busy schedule, gave me his precious time, for taking pain and done lots of efforts for typing this dissertation.*

  
**Seemin Moin Khowaja**



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### **COURSES CONDUCTED IN EDUCATION DEPARTMENT**

1.	B. Ed.	:	One-year teachers training programme for prospective secondary school teachers.
2.	M.Ed.	:	One-year professional postgraduate course, with a compulsory dissertation.
3.	Diploma in Teaching	:	A two-year teachers training course for elementary school teachers. The medium of teaching of this course is Urdu.
4.	B.A. (Education)	:	A three year under-graduate academic programme with Education as 'Main' or 'Subsidiary' subject
5.	M.A. (Education)	:	A two year post-graduate academic programme
6.	Ph.D. (Education)	:	A three (minimum) research degree programme

The Department has all facilities required for professional as well as academic programmes of education. It has its own library, which has 25,000 volumes and subscribes 25 reputed journals. It has Science, Home Science, computer and Technology laboratories, apart from well-equipped audiovisual section. As far as the provision of teaching practice of teachers' training is concerned, the Department has six practicing schools maintained by the University.

1. City School
2. A.B. K. Union School
3. Abdullah Girls High School
4. S.T. High School (Minto Circle)
5. City Girls High School
6. Ahmadi School for the Blind

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The Department has produced eminent educationists like Professor K. G. Saiyedain, Professor Habibur Rehman, Professor A. Mujeeb, Professor Abu Bakar and Professor Devraj Vij and many others who made significant contributions to the field of education. It was during the tenure of Professor A. Mujeeb that the Training College was raised to the present position of the Department of Education.

The teachers of the Department are involved in different academic activities apart from teaching work. They have contributed papers in different National and International Journals and are authors of books on various aspects of education. They participate and present papers in seminars and workshops. The senior faculty members work as Resource Persons in seminars, workshops and Academic Staff College Programmes.

There are 23 faculty members who have specialization in different fields of education.

The University changed its B.T. into the B.Ed. and the education department since then has been offering the B.Ed., M.Ed., Ph.D and D.Lit. programmes in Education. The department has also instituted an M.A. course in Education. The B.Ed. is a one academic year programme. Though its main purpose is to prepare teachers for secondary school subjects but the course has been so designed that the products of the B.Ed. programme

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if they are already M.A. in the subject can take up positions as educational administrators (principals), training college lecturers or even primary and middle school teachers. The average enrolment of students in the B.Ed. programme has been around 100 students. It estimates that the incidence of its B.Ed. products dropping out from the teaching profession is quite low and not more than 10% in any one year.

The departments believes that the one year B.Ed. is a professional education programme and its main purpose is to develop professional *skills* attitudes and outlook, necessary to produce competent teacher of school subjects.

The department believes that the theory as well as the practice of pedagogy should form an integrated content of a teacher-educations programme.

### **Selection procedure**

Selection of the candidates for admission in non-professional courses (B.A., M.A.) is done on the basis of percentage and professional courses selection of the candidates for admission is made on the basis of performance in admission test and interview.

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### **Interview/Aptitude Assessment for professionals**

Only those candidates who qualify the admission test are eligible for interview/aptitude assessment. Candidates called for Interview/ Aptitude Assessment are intimated. Final selection for B.Ed. admission is done by conducting an interview. 3 candidates are interviewed for 1 seat. M.Ed. have only test.

### **Admission Policy:**

The admission to the B.Ed. programme is open to both men and women from all parts of the country as well as from countries abroad. The minimum academic qualification required for admission is a B.A./ B.Com/B.Sc. degree of a recognised university. It has formulated the following policy and screening and selection procedure for the admission of candidates.

1. Every other thing being equal the local candidates are preferred to candidates from other parts of the country.
2. Men and women candidates are treated at par; no reservation of seats or priority to women candidates for admission.
3. Candidates having their earlier education through the medium of English language are given preference over others.
4. All other candidates are admitted on the basis of their performance in the admission tests and interview by a panel of the staff of the department. The admission test includes.
  - (a) an intelligence test,
  - (b) an English essay,
  - (c) a comprehension and reading ability test and

- (d) a test in any of the two school subject.

Candidates who pass the admission tests qualify for a personal interview with the staff of the department. Admission is made strictly on merit in the combined performance in the admission test and interview.

### **Organisation of practice teaching**

The University requires a student teacher to teach in all 45 lessons divided equally between two school subjects (21+22+2 criticism lessons, one in each subject).

### **Supervision of practice teaching for B.Ed. & Diploma in Teaching Students:**

The supervision of practice teaching takes place at two stages.

#### **1. Before classroom teaching**

The department requires that before a student teacher is permitted to teach a lesson he must prepare a lesson note and get it thoroughly discussed and checked up by the supervisor and in the light of the suggestions make necessary modification in his lesson plan.

#### **2. Purposes and principles of practice teaching evaluation**

The basic principle governing the practice teaching evaluation is that it is cooperative, continuous and on-going activity and is done in terms of clearly defined and cooperatively understood purposes.

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### **The criteria for classroom teaching evaluation**

The performance in class teaching is evaluated against the following criteria.

1. Knowledge of the teaching subject.
2. Ability to organise the subject content.
3. Ability to present the subject matter systematically and methodically.
4. Ability to arrange and control the class.
5. Ability to stimulate pupil participation.
6. Ability to use illustrations and teaching aids.
7. Ability to incorporate innovations into teaching.
8. Ability to face unforeseen situations with ingenuity and tact.
9. Ability to try out and introduce innovations into teaching.

### **Procedure and techniques of evaluation**

The department has a system of 50% internal and 50% external evaluation of practice teaching. Unlike the external assessment of practice teaching, which is generally based on classroom teaching performance, the internal assessment includes the assessment of class teaching and the assessment of sessional work. The department believes that classroom teaching is more important an activity than the sessional work and hence gives more weightage to the recommendations and assessment made by the method masters than to the others. The assessment of sessional work is done by the staff member incharge of each activity.

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The faculty is highly satisfied with its system of organising and evaluating practice teaching. It feels that theoretically though its evaluation system is 50% internal and 50% external practice it turns out to be more internal than external. The faculty feels that the staff students' relationship is very cordial, the student teachers are in general satisfied and have faith in the evaluation system and in the objectivity of their supervisors of student teaching.

### **Problems in Information Seeking**

A number of concerns, problems, barriers, and difficulties were reported in information seeking study.

#### **a) Problems with Information resources**

- (i) Information is hard to find and use.
- (ii) Information is of limited quantity
- (iii) Information on the Internet is unsatisfactory. "Web is very confusing, lots of junk takes too much time to wade through it all"
  - "I still find using web resources a bit frustrating. Often I can't get online when I need to and I can't always locate really helpful sites".

#### **(iv) Information is overabundant problems with users.**

50% students never return the questionnaire. Mostly students are not very cooperative. Out of 200

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questionnaires I receive only 100 questionnaires, simply 50% response from user's side.

### **Conclusion :**

At the end I would like once more assess the paradoxical role of information in the modern age. On the one hand, we speak about the information revolution and development of information society emphasizing "an almost magical role in transforming societies, organizations and workplaces" (Mutch 1998). On the other hand, every day individuals and whole organizations try to dispatch with the great information stream continuously incoming. People talk about information overload and wonder that there are no essential growth of productivity in organizations which invest in information technologies very much. Decision makers call for many reports but they have no time to read them, an expensive analysis of a problem is undertaken but its findings are not used, one compiles necessary information not before but after decision making, and so on. Information may simplify problem solving and work towards achieving an effective decision but for that it has to be exact, reliable, relevant, actual, and accessible for the appropriate individual.

Designers submit new software or improved versions of used products realizing their own notions about the most effective and convenient methods of working, but very often they do not agree with



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notions and habits of potential users. In this scenario Library and Library like institution have an important role to play. How should a library and information science professional, assess the information requirements a users and, in this day and age where information itself is commerce, how does he/she in ensure that a potential customer (users) does not take his custom somewhere else? This is the ground, which this study has tried to explore so that meaningful conclusions about information seeking behaviour can be drawn. Librarians have only recently started looking at information needs from the point of view of the users and consumers of this resource, otherwise, most were content with “intuition” or “flair” as the basis for deciding what was required by the end user, and of designing storage & retrieval systems based on these highly subjective assessments. This study has tried to bridge this gap so that future designers of information systems are better informed then their predecessors and consequently the system design would be more in tune with actual information requirements. So in short right information for right use at right time is essential for success in all walks.

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## Chapter-2

### Review of Related Literature

<b>S.No.</b>	<b>Titles</b>	<b>Page Nos.</b>
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Research is a symmetrical effort to gain new knowledge. In order to undertake research activity successfully by sufficient intimation on the research topic is essential. An attempt has been made in this chapter to review various studies related to the problem under investigation. It is anticipated that this will enable an understanding of the present study. Research Worker must have up-to-date information about what has been thought & done in the area of his research.

In brief this chapter presents an overall review of studies conducted abroad as well as in India the topic is information seeking behaviour – the investigator reviewed only those studies which are similar to the present study. The studies are arranged according to the chronological order.

- *Allen Foster*<sup>1</sup> (2003), conducted a study under the title “Serendipity and information seeking: an empirical study” studies of information retrieval & information seeking have also discussed the utility of the notion of serendipity. Some have implied that it may be stimulated or that certain people may “encounter” serendipitous information more than others. The analysis presented here is part of a large study concerning the information – seeking behaviour of interdisciplinary scholars. The study was based on naturalistic inquiry as described by Lincoln & Guba (1985). This entails an inductive data – exploratory, as opposed to deductive hypotheses –testing approach.
- *Pamela J. Mackenzie*<sup>2</sup> (2003) conducted a study under the title “A model of information practices in accounts of every day life

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information seeking.” Many research-based models of information seeking behaviour are limited in their ability to describe every day life information seeking. Models are often based on studies of scholars or professionals and many have been developed using a cognitive approach to model building. The model is derived from a construction discourse analysis of individual’s accounts of every day life information seeking. The original study focussed on the ways that the descriptions fulfilled within the researcher – participant interaction. Further study in other contexts is necessary to determine whether & how the interrelations between the modes of information practice might be transferable to accounts of information seeking in other contexts.

- *Simon Attfield and John Dowell*<sup>3</sup> (2003) conducted a study under the title “Information seeking and use by newspaper journalists.” Reports an interview study into information seeking and use by journalists at national British newspapers. Describes work activity in the context of a series of behaviour shaping constraints and cognitive and external resources. Describes the journalist’s information seeking as motivated by originality checking. Also shows that journalistic work is uncertain as a function of an uncertain context and their continually evolving plans. These result in provisional & unstable relevance judgements, & during later stages, the reinitiating of preparatory information seeking activities, including the relocation & review of previously read documents. At the end presents a model to summarise the findings. The data in this study were predominantly gathered through unstructured interviews with 25 journalists. Data were additionally

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gathered through e-mail correspondence. Interviews were conducted at the work place & lasted between 20-40 min.

- *Lynn Westbrook*<sup>4</sup> (2003) conducted a study under the title “Information needs and experiences of scholars in women’s studies: problems and solutions”. Women’s studies faculty often engage in complex information – seeking patterns as they examine social issues from a variety of disciplinary & theoretical perspectives. Advice & guidance from 42 women’s studies librarians in a wide variety of academic settings provide an array of practical tools for serving this complex population. In total 215 viable questionnaires were returned 70 via e-mail & the rest via post mail.
- *David Nicholas & Tom Dobrowolski*<sup>5</sup> (2003) conducted a study under the title “Digital Information Consumers, Players and Purchasers: Information seeking behaviour in the new digital interactive environment.” The major objective of this study was to provide early intelligence as to how the new digital information consumer behaves when seeking information, advice and services online. Its aims to show how the information fingerprints, the first footfalls of millions, of people can be charted and evaluated. Argues for a fundamental re-think of the concept of the “information user”. The web, search engines etc. are creating a level-playing field & a homogeneity, which results in academics behaving more like the general consumer & the general consumer behaving more like an academic. Considers the overall outcomes and benefits of information acquisition.
- *Ashu Shokein and Sanjay K. Kaushik*<sup>6</sup> (2002) conducted a study under the title “Information seeking Behaviour of Social Scientists of



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Haryana Universities”. The main objectives of the study were to investigate information seeking behaviour of social scientists working in the universities located in Haryana. The data was collected through questionnaire were received back. The response rate is 73.68% chi-square test was applied. The findings of the present study have clearly demonstrated that social scientists depend more on documentary sources to keep abreast of latest information in their respective fields of specialization. Periodicals are the most used and most important sources of information.

- *Adam Joinson & Phil Banyard*<sup>7</sup> (2002) conducted a study under the title “Psychological aspects of Information seeking on the Internet”. Two studies are presented that investigate information seeking behaviour on the Internet In study one, soccer fans information seeking on the world wide web is investigated In study two, access rates to a Cancer information web site are analysed. It is tentatively argued that there is a tendency for people to access information more Commonly avoided in “real life”. Information seeking on the Internet has certain similarities.
- *L.M Given*<sup>8</sup> (2002) conducted a study under the title “The academic and everyday: investigation the overlap in mature undergraduates’ information-seeking behaviour”. The main study is based on depth qualitative interviews to investigate the information seeking behaviour of 25 mature undergraduates at a Canadian university.
- *Adam Joinson and Phil Banyard*<sup>9</sup> (2002) conduct a study under the title “psychological aspects of information seeking on the Internet” Two studies are presented that investigate information seeking

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behaviour on the Internet. In study one, soccer fans' information seeking on the World Wide Web is investigated. In study two, access rates to a cancer information web site are analysed. It is tentatively argued that there is a tendency for people to access information more commonly avoided in "real life" information seeking on the Internet has certain similarities.

- *C.P. Lan & Y.T. chang*<sup>10</sup> (2002) conducted a study under the title "The study of instructional process and Information seeking behaviour of biology teachers in junior high school. The main objectives of the study is to explore the information seeking behaviour of junior high school teachers of biology in their teaching context. Teaching evaluation & reflected would also be the basis of representation. Finally this study makes some suggestion for the design of information system in school library.
- *Solomon Achia Uganneya, & Jane Aba*<sup>11</sup> (2002) conducted a study under the title "Information needs and information seeking behaviour of post-graduate (PG) students at the University of Agriculture Makurdi (UAM)". This study attempts to identify the information needs and information seeking behaviour of P.G. students University of Agriculture, Makurdi, Nigeria. This survey shows post-graduate students in UAM depend on formal sources of information (journals/periodicals) than informal sources (Newspapers) for obtaining relevant data to their study. This revealed that informal source of information need to be more develop for easy accessibility to information materials.

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- *K. Bystrom*<sup>12</sup> (2002) conducted a study under the title “Information and Information sources in tasks of varying complexity”. Study on task complexities and information seeking activities in real life work tasks. Information seeking activities considered were a need to acquire different types of information seeking activities considered were a need to acquire different types of information.
- *K. Abdoulaye*<sup>13</sup> (2002) conducted a study under the title “Information –seeking behaviour of African students in Malaysia a research study.” Information seeking behaviour of African students at the International Islamic Universities Malaysia (IIUM) and explore the effects of students, 20 students were interviewed. All respondents agreed that the library has changed their information seeking behaviour.
- *R.K. Mahapatra & K.C. Panda*<sup>14</sup> (2001), conducted a study under the title “State of Information seeking & searching behaviour of working journalists in Orissa: a study.” The main objective of the study provides an insight into various behaviours approaches of working journalists in seeking and searching for information mode of communication. A strategy employed in seeking needed information, their priority on information sources. Analyses data received from 226 working journalists representing the leading news of the state of Orissa.
- *Ashu Shokein and Sanjay K Kaushik*<sup>15</sup> (2001) conducted a study under the title “Information seeking behaviour of social scientist of universities in Delhi”. The main objectives of the study were to collect the data in a random order. Structured questionnaire was used &

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finally the results show that qualifications & teaching experience have a significant effect on the visits to the library by the social scientists.

- *Rita Marcella and Graeme Baxter*<sup>16</sup> (2000) made a study under the title “Information need, Information seeking behaviour and participation with special reference to needs related to citizenship: results of a national survey”. This study reported the results of the second stage of the project, a complementary national survey of the U.K. public's citizenship information needs. This was a nation – wide survey by personal doorstep interview of the citizenship information needs of almost 900 members of the U.K. public. Major findings include that the public obtains most of their information on current issues via the mass media and that they feel well informed. On these issues small proportions of the sample had encountered problems concerning employment, education, housing or welfare benefits and had consulted a range of information sources in order to overcome these problems. The majority of respondents felt well informed about areas relating to citizenship but significant proportions were poorly informed in legal rights welfare benefits and local politics. A highly majority (91.7%) believed that freedom of information was important for exercising their rights as citizens although access to computers in the home is presently limited and only 12.6% of the respondents had access to the internet at work. The majority of respondents felt that public libraries were suitable places for finding information on some topics. The survey reveals that staffs in public libraries are not deemed particularly helpful suggesting that there should be emphases on interpersonal skills training.

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- *David Nicholas, Peter Williams, Peter Cole and Helen Martin*<sup>17</sup> (2000) conducted a study under the title “The impact of the Internet on information seeking in the media”. Searching the World Wide Web was the principal Internet activity and use was generally conservative in character. Newspaper and official sites were favoured, and search was mainly of a fact – checking nature. Email was used on a very limited scale and was not regarded as a serious journalistic tool. Non-users were partly put off by Internets’ potential for overloading them with information and its reputation for produce information of suspect quality. Users generally dismissed these concerns, dealing with potential overload and quality problems largely by using authoritative sites and exploiting the lower quality data where it was needed. Where the Internet has been used it has not been at the expense of other information sources or communication channels, but online hosts seem to be at most risk in the future.
- *Robert Orton, Rita Marcella and Graema Baxter*<sup>18</sup> (2000) conducted a study under the title “An observational study of the information seeking behaviour of members of parliament in the United Kingdom.” The main objectives of this paper describe the results of an observational study of the information seeking behaviour of Members of Parliament. It is argued that political life functions on a flow of information and that information itself is a prime resource. The study sought to determine the characteristics that impact upon the manner in which information is sourced and used by parliamentarian. For this project a shadowing methodology was adopted. The conclusions drawn include that U.K. members of parliament are subject to a range

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of triggers of information seeking, in an information rich environment where the amount of information presents decision makers with difficulties. Public accountability results in demands from a wide variety of individual, groups and associations. MPs are also expected to be knowledgeable about a wide variety of issues, while information need is frequently unpredictable and reactive. Members must be efficient information gatherers and managers and they must be flexible in their attitudes to information seeking, while retaining the capacity to critically appraise the quality of sources.

- *Tim Walss*<sup>19</sup> (2000) conducted a study under the title “Practice makes perfect? Vets’ information seeking behaviour and information use explored.” A random sample of UK veterinary practitioners was surveyed and interviewed on behalf of the Royal College of veterinary surgeons will come library to identify key issues in veterinary information Use (IU) and information seeking behaviour (ISB) A greater proportion of respondents used the Internet for veterinary information than used a veterinary library. However, conventional journals, textbooks and conferences were the main information sources used. Some variations in information source use by practice size, type and information type were identified. The majority of library users and non-users wanted enhanced library occurs via the Internet, especially to full-text journals.
- *Dennis N. Ocholla*<sup>20</sup> (1999) conducted a study under the title “Insights in to information seeking and communicating behaviour of Academics”. The main objective of the study was the information seeking behaviour of academics in relation to the productivity of

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academics in South African Universities. The aim of the study was to identify the types of information resources frequently used by academics. To determine why they look for information what is the purpose behind getting information. To find out what sources of information are used by the academics to find out how academics disseminate. Information once they get it. In the present study a survey was targeted at academics in the 6 faculties and 54 teaching departments composing 327 teaching staff. Academics mainly need information for career development and occupational and professional needs.

- *H.N. Prasad and Manorama Tripathi*<sup>21</sup> (1998) conduct a study under the title Information seeking behaviour of physical scientists and social scientists: A report deal with the similarities and differences in the information seeking behaviour of physical scientists and social scientists. Highlights the methods used by scientists for gathering information and their information needs. Also covers the various sources of information used by the scientists the sample population had 26 scientists both from social sciences & physical sciences working in BHU, Varanasi.
- *S. Hari Krishna Reddy & C.R. Karisiddappa*<sup>22</sup> (1997) conducted a study under the title “Information seeking behaviour of the professionals in the field of disabilities with special reference to mental handicap in India” A study of Information seeking behaviour of 160 professionals in the field of disabilities in India, through a questionnaire survey method, reveals that informal channels are more used for information gathering journals re preferred for formal source

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of information for preparing course/teaching materials. Books are used more for providing consultation & offering therapeutic/diagnostic services. The time spent in borrowing/reading literature for various purposes has also been studied.

- *Neena Talwar Kanungo*<sup>23</sup> (1997) conducted a study under the title “Method of seeking information by Women Researchers in History and Political Science: A case study of University of Delhi and Jawaharlal Nehru University”. The objectives of the study are to make an attempt to investigate the methods of seeking information by women researchers in History and Political Science in Delhi University and Jawaharlal Nehru University. Questionnaire and interview methods were used to collect data from 130 women researchers, engaged in the disciplines of History and Political Science. 70 (53.84%) filled questionnaires were received back. This study shows the marginal high rate of response from the respondent in history. The findings of this study are to collect information for writing either a M. Phil or a Ph. D thesis.
- *Abimbola Abifarin*<sup>24</sup> (1994) conducted a study under the title “Information seeking behaviour of Agricultural students in selected Nigerian Universities”. The major objective of this study was to examine the information seeking behaviour of agricultural students in selected Nigerian universities. Information was sought through the use questionnaire distributed of students in five universities. Offering agricultural courses including a university of Agriculture. Analysis of the questionnaire showed that students make less use of the library than expected as over 58.5% of respondents indicated that after



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attending formal lectures, they first turn to their lectures for further information rather than to the library. The findings of the study that library shelves are disorganised because users have little idea about systematic library usage.

- B. Guha<sup>25</sup> (1994) conducted a study under the title “Information and Communication Behaviour of Indian Scientists”. The objective of this study was a keep abreast of current development in ones own field is mandatory for most scientists. The sample of 148 respondents was chosen from six research and research –cum-teaching institution in Delhi. The finding of this study was to analyse the relevant documents in specific topics.

### INFORMATION SEEKING BEHAVIOUR ON INTERNET

There are some websites, which provide references to Information Seeking Behaviour literature for example the website at <http://www.delijst.net/delijst/Documentari> information. This website gives a few references, which are briefly described below:

- One paper develops a new behavioural model of information seeking on the Web by combining theoretical elements from information science and organization science. The model was tested, in a preliminary way, during the first phase of a study of how managers and IT specialists use the Web to seek external information as part of their daily work.
- An article, the results from published studies of Web searching are reviewed in order to present the current state of research. The analysis of the limited Web searching studies available indicates that research methods and terminology are already diverging. A

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framework is proposed for future studies that will facilitate comparison of results. The advantages of such a framework are presented, and the implications for the design of Web information retrieval systems studies are discussed.

- Another article on Internet has opened a channel of access to a interwoven labyrinth of information over an almost ubiquitous platform – the World Wide Web (the Web). Graphical Web browsers have enabled all types of users to access and share information with one another. However, once the initial thrill of Web access is over, most users don't surf the web, they use it as an information source. This paper seeks to take Information Seeking research and apply it as a framework for understanding the World Wide Web environment and to identify opportunities for augmenting information seeking by applying bibliometric analysis, filtering techniques, and collaborative technologies Web usage data that can, in turn leverage a Web user's Information Seeking behaviour.
- One more paper shows the goal of our research is to develop an empirically based model of web searching to help explain how people search for information on the Web and to develop guide lines for supporting Web searching. Towards this goal we have developed a framework, which characterises the users' characteristics, the task and the information presented, and the interaction between them. We have also conducted a study addressing some of the research questions emerging from our framework. The analysis of our data from this study focused on the cognitive strategies followed by the users, their level of experience and the type of searching task.

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- Another paper on Environmental scanning is the acquisition and use of information about events, trends, and relationships in an organization's external environment the knowledge of which would assist management in planning the organization's beliefs about environmental analysability and the extent that it intrudes into the environment to understand it, four modes of scanning may be differentiated: undirected viewing, conditioned viewing, enacting, and searching. We analyse each mode of scanning by examining its characteristic information needs, information seeking, and information use behaviours. In addition, we analyse organizational learning process by considering the sense making, knowledge creating and decision making processes at work in each mode.
- One more paper report on a study concerned with understanding people's adaptation to new information searching environments. Our results include a classification of "normal" information retrieval strategies, the description of several adaptation strategies, and the relationships between type and strength of people's mental models of information retrieval and their searching behaviours in the new information retrieval context. An important aspect of our study is its methodology for understanding and relating cognitive contexts to information seeking behaviours.
- Another paper presents findings from a study of how knowledge workers use the Web to seek external information as part of their daily work. Thirty-four users from seven companies took part in the study. Participants were mainly IT specialists, managers, and research/marketing/consulting staff working in organizations that

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included a large utility company, a major bank, and a consulting firm. Participants answered a detailed questionnaire and were interviewed individually in order to understand their information needs and information seeking preferences.

- One more paper shows that Web search services become a major source of information for a growing number of people; we need to know more about how users search heterogeneous collections using Web search engines. This paper reports the results from a major study exploring users' information searching behaviour on the EXCITE Web search engine. Three hundred and fifty-seven (357) EXCITE users responded to an interactive survey, including their search topics, intended query terms, search frequency for information on their topic, and demographic data. Results show that: users tend to employ simple search strategies, and conduct successive searches over time to find information related to a particular topic Implications for the design of Web search services are discussed.
- One more paper shows the aim of the project was to investigate several aspects of information seeking and searching in the context of a theoretical model of the problem-solving process, and incorporating existing models of successive searching and information seeking behaviour, notably the theoretical perspectives of Kuhlthau (1991, 1994) and Ellis (1983, 1989).

Another paper investigates how knowledge workers utilize the Web to seek external information as part of their daily work. The study found that people who use the Web as part of their work engage in four

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complementary modes of undirected viewing, conditioned viewing, informal search, and formal search. Moreover, each mode is characterized by information seeking moves based on recurrent sequences of browser functions and features. Based on these findings, a model of Web use is presented, as well as some suggestions for supporting and enhancing Web information seeking in organizations.

Information Behaviour: An inter-disciplinary perspective British Library Research and Innovation Report 10.

<http://information.net/tdw/pub/infbehav./prelims.html>

Information seeking Behaviour in new searching Environments  
Colleen Cool, Soyeon Park, Nicholas Belkin, Jurgen Koene mann and  
Kwong Bor Ng.

<http://www.scils.rutgers.edu/~Sypark/Colis.html>.

- One more article shows the Information foraging theory is an approach to the analysis of human activities involving information access technologies. It aims to provide an understanding of how strategies and technologies for information seeking, gathering, and consumption are adapted to the flux of information in the environment. Much of the work is inspired by optional foraging theory in biology and anthropology, which analyses the adaptive value of food-foraging strategies. The theory focuses analysis on how the user gains value from

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interaction and the cost of that interaction. Adaptive behaviours and technologies are ones that have superior value in relation to cost (e.g. time). We use the theory to understand human-computer interaction, and to develop new design and engineering models.

To do this three of the top search engines; HotBot.Com<sup>TB</sup>, a Alta Vista.com<sup>TB</sup>, Lycos.com<sup>TN</sup> and Metacrawler.com are also included.

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## **LIST OF SELECTED WEBSITES FOR SEARCHING INFORMATION SEEKING BEHAVIOUR**

- [http://www.ils.unc.edu/classes/ils1800/f00/Notes/04-Dervin  
kuhlthan.rtf.](http://www.ils.unc.edu/classes/ils1800/f00/Notes/04-Dervin%20kuhlthan.rtf)
- [http://information.net/tdw/pub/infbehav/prelims.html.](http://information.net/tdw/pub/infbehav/prelims.html)
- [http://www.vedamsbooks.com/no2224/html.](http://www.vedamsbooks.com/no2224/html)
- <http://www.Google.com>
- <http://www.Altavista.com>
- <http://www.metacrawler.com>
- [http://www.Lycos.com.](http://www.Lycos.com)
- <http://www.delijst.net/delijst/documentari-information>

## Chapter-3

### Methodology

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# *Methodology*

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This chapter deals with the methodology adopted in the study and has been discussed under the following headings:

1. Selection of the problem
2. Scope and Limitations`
3. Objectives of the study
4. Hypotheses
5. Methodology
6. Tools and Techniques used for the study
7. Sampling method
8. Pilot Survey
9. Variables Taken
10. Data Collection Procedures
11. Data Analysis Method

## **1. SELECTION OF THE PROBLEM:**

The problem for the present study is entitled “*Information seeking behaviour of students of Education in Aligarh Muslim University, Aligarh: A Survey.*”

- 1.1 To find out the users awareness of various services provided by the Library of the Department of Education.
- 1.2 To find out the purpose of visiting the library.
- 1.3 To find out how often users visit the library.
- 1.4 To examine the satisfaction level of users regarding the number of cards, library environment, opening hours, location.
- 1.5 To find out the methods used for searching the documents.

- 1.6 To know how they become aware of the current journals.
- 1.7 To know which form of the documents are mostly used by the users'.
- 1.8 To find out the users' strategy for searching the documents required by them.
- 1.9 To know whether the Department provides Internet facility or not. If yes identify the users'.
- 1.10 To know if the users' are satisfied with the attitude of the library staff.
- 1.11 To know the users' opinion regarding the various types of facilities provided by the library of Education Department.
- 1.12 To find out the users' opinion regarding the over all collection, facilities and services of library.
- 1.13 To collect the suggestion from the users' for further development of library, its resources, facilities and services.

## **2. SCOPE AND LIMITATIONS:**

The scope of the study has been limited by following consideration.

- 2.1 The study is limited to the students of Department of Education. It includes all the users of education only. Such as B.A. students, M.A. students, Diploma in Teaching students, B.Ed students, M.Ed. students and Research Scholars.
- 2.2 The sample questionnaire was distributed among 200 user's of Education Department but we could collect only 100 questionnaire i.e. (50%) response. The remaining students did not return the questionnaire.
- 2.3 To include aspects like motives and purposes of information seeking behaviour, the nature and types of information sought, the mode and means to access, search, identify and acquire information's use of their own as well as other libraries consulted.

Education students from various disciplines have been taken for the studies are as follows:

- B.A. (Education) students
  - M.A. (Education) students
  - Diploma in Teaching students
  - B.Ed. students
  - M.Ed. Education
  - Research Scholars
- } Non Professional courses
- } Professional Courses

### **3. OBJECTIVES OF THE STUDY:**

The present study seeks to:

- 3.1 To identify the frequency of visit in the library. To find out students needs.
- 3.2 To find out information seeking attitude of education department students.
- 3.3 To find out the services being rendered by the Library of Department of Education.
- 3.4 To determine the variation in information seeking behaviour of professional and non-professional students at the Library of Education Department, Aligarh.
- 3.5 To determine the extents these needs are met through formal and informal sources of information.
- 3.6 To identify the existing pattern of information seeking behaviour of education students.
- 3.7 To identify the information requirements of education students.

- 3.8 To identify their knowledge of the existence of information sources.
- 3.9 To know why they seek information.
- 3.10 To identify some of the factors influencing information seeking behaviour of education students.
- 3.11 To know from where the information sources are collected.
- 3.12 To find out the information sources and services, existing in the respective fields to satisfy the information needs of the education students.
- 3.13 To find out professional academic programmes of the Department of Education.
- 3.14 To find out the responses of the education students towards the existing system.
- 3.15 To find out the most used documents in the Library of Department of Education.
- 3.16 To find out whether student liked to use open access system, close access system or both.
- 3.17 To find out the purpose of using the online/Internet Services.
- 3.18 To identify sources use by the Department of Education Library to satisfy their information needs.
- 3.19 Suggest policy means by which information services of Department of Education Library can be used.

#### **4. HYPOTHESES:**

Keeping in mind the collection of right information at right time and right users the tentative hypothetical assumptions for the present study with the help of the available theoretical literature, the major Hypotheses is framed to throw light on the Information seeking behaviour of students of Education in AMU, Aligarh.



- 4.1 All the users of the Department of Education are expected to visit the library of frequently, to equip themselves with the current literature for effective teaching and research.
- 4.2 Most of the users benefit from the various types of facilities provided by the library of the Department of Education.
- 4.3 A large number of users are satisfied with the over all collection, attitude of library staff and services provided by the library of the Department of Education.
- 4.4 Limited numbers of library users are utilizing the available Internet services in the library of the Department of Education.
- 4.5 Mostly users become aware of the current journals through the library, or through teachers.

### **5. METHODOLOGY:**

Methodology has its importance in scientific investigation, because objectivity in any research investigation cannot be obtained unless it is carried out in a very systematic and planned manner. Scientific investigation involves careful and proper adoption of research design, use of standardised tools and tests, identifying adequate sample by using appropriate sampling techniques, sound procedures for collecting data and thereafter careful tabulation of the data and the use of appropriate statistical techniques for analysis of the data.

There are several survey techniques available for user studies such as Questionnaire method, personal interview, Schedule, Telephonic Interview, Scoring method, Diary method and Observation by self-etc. the investigator used questionnaire and observation for data collection.

Methods included in this study are:

## **1. Questionnaire Method**

Questionnaire is an important tool. It is constructed translating the aims and objectives of the survey Goode and Hatt state “Questionnaire refers to a device for scoring answers to questions by using a form which the respondent fills himself”. This method of data collection is quite popular, particularly in case of long enquires. This method consists of a careful translation of the objectives of survey into a set of 30 selected questions. Question sequence must be clear and answer can be given by checking yes or no. The important step in this method is to take care in the design of questions. Respondents have right to give answers without any pressure.

This technique is some what difficult and time consuming but at the same time provides most direct response and reliable data.

There are ~~three~~ types of Questionnaire:

1. Open ended questionnaire
2. Closed ended questionnaire
3. Contingency Questionnaire

**1. Open-ended Questionnaire:** - In this type of questionnaire no answer is given against questions. Respondent supply the answer in his/her own words.

**2. Closed ended Questionnaire:** - In this type of questionnaire answer is given against the question the respondent has to select the alternate answer written against the question so the work of the respondent is to tell on the right answers.

**3. Contingency Questionnaire:** A special case of closed ended questions is one that applies only to a sub-group of respondents.

### **Content of Questions**

Questions must be concerned with facts, opinions, attitudes, respondent's motivation and their level of familiarity motivation and their level of familiarity with certain subjects.

Most questions however, can be classified into two general categories.

1. Factual questions
2. Opinion and attitude questions

**1. Factual Questions:** - Factual questions are designed to elicit objective information from the respondents regarding their backgrounds.

**2. Opinion and attitude questions:** - Opinions on the other hand are the verbal expressions of attitudes.

### **Instructions for a good questionnaire:**

1. The questionnaire should not be too long.
2. The questions should be both clear and specific
3. Leading questions should be avoided.
4. Questions should be self-explanatory.

5. Questions should proceed in logical sequence moving from easy to more difficult questions. Personal and intimate questions should be left to the end.
6. Questions may be dichotomous (Yes or No answers).

### **SCORING METHOD**

As, it is already mentioned that statements were scaled i.e. 'Yes,/ No/can't say'. The respondents were required to (✓) the appropriate column related a particular scale point.

After the candidates had responded the investigator counted the number of respondents who had chosen each option. The frequencies obtained show the number of respondents who responded on different points of the scale and finally the tables were made.

**Informal interview technique:** - Interview technique as a social survey tool is used by contemporary investigators. The interview technique is more direct and has greater flexibility. It is a conversation carried out with the definite purpose of obtaining certain information by means of the spoken words. "A systematic method by which a person enters more or less imaginatively into the life of a comparative stranger".

- Young -

This method is unique because the collection of data is through direct verbal interaction between individuals. The investigator has used

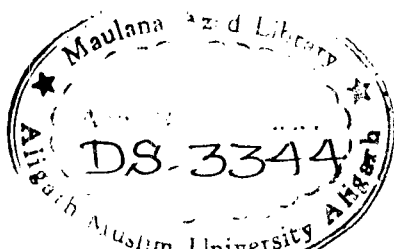
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personal interview method. In this method interviewer asked questions generally in a face to face contact to the other persons or respondents.

**Documentary technique:** - It has been an important source of information through documentary analysis technique. The researchers make use of many documents or record, published or unpublished to extract necessary information.

**Observation Method:** - Observation is the basic method of obtaining information about the world around us. All observations are not scientific observation. An observation becomes scientific, if it is planned and recorded systematically and is subject to checks and controls. On validity and reliability the observation method is the most commonly used, especially in studies relating to behavioural sciences. Observation becomes a scientific tool and the method of data collection for the researchers when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. The information is sought by way of investigators' own direct observation without asking from the respondent. Observation method is quite helpful for testing characterizing human beings.



## **Types of Observation Method: -**

- Structured Observation
- Unstructured observation
- Participant Observation
- Non-participant Observation

## **Basic Principles Applicable to Observation Method**

1. The problem should be formulated and specific points needing investigation should be decided.
2. Devise a method of recording the results.
3. Observe carefully and critically.
4. Rate specific phenomena independently
5. Well acquaint with the recording instrument.

## **Advantages of Observation Method**

1. Subjective bias is eliminated (If observation is done accurately).
2. The information obtained under this method relates to what is currently happening.

## **Disadvantages of Observation Method**

1. It is an expensive method
2. Information provided by this method is very limited.

## **6. TOOLS AND TECHNIQUES USED FOR STUDIES:**

There are several tools and techniques, which are used in surveys:

1. Tests
2. Cumulative Record cards
3. Schedule
4. Questionnaire.

In this study the Questionnaire, observation, informal interview are used as the tools for the study for collecting necessary data.

### **7. SAMPLING METHOD:**

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made.

The collection of large quantity of data from the entire users of education department library is too large to be adequately covered in a single study. Therefore the total number of questionnaire distributed are 200 during the academic year 2002-2003. A total number of 100 users filled the questionnaire i.e. there is only 50% response. 60% (30 out of 50) B.Ed. students, 50% (15 out of 30). M.Ed. students, 66% (20 out of 30). M.A. students, 33% (10 out of 30) B.A. students, 33% (10 out of 30) Research scholars, 50% (15 out of 30). Diploma in Teaching students. 50% response because students never returned the questionnaire.

#### **Advantages of Sampling Method**

1. This method can save time and money
2. Sampling may enable more accurate measurements.
3. Usually enables to estimate the sampling errors.
4. Accurate interpretation and presentation.
5. Sampling method is speedy and economic.

## **Limitations of Sampling Method**

1. Sampling is not feasible in any situation where precise knowledge about each unit of the population is needed
2. the accuracy & reliability of sample data is affected by two different types of errors – sampling errors and data collection errors.

## **8. PILOT SURVEY:**

A pilot study is a small-scale replica of the main study. A study preceding the main study usually to check the validity of the study design is known as pilot study. The pilot study enables the researcher to acquire prior knowledge about the population to be sampled. To decide whether the present questionnaire or questions were relevant for the purpose of the study, the investigator distributed the questionnaire among 20 users of the library of Education Department for the pilot survey, which was helpful in modifying the questionnaire suitably.

## **Advantages of Pilot Survey**

1. The suitable method of collecting the data from the alternative methods such as observation questionnaire and interview schedule can be found out from the pilot survey
2. The pilot study enables to test the efficiency of the instructions and general briefing of interviews.
3. The pilot study enables the researcher to acquire prior knowledge about the users to be sampled.



4. The pilot study provides training to the interviewers.
5. The probable cost and duration of the main survey and its various stages will be known with the help of the pilot study.

### **9. VARIABLES TAKEN:**

In order to achieve the objectives of the study following variables are taken for detailed analysis. All categories of users in the Library of Education Department were B.Ed., M.Ed., Diploma in Teaching, B.A., M.A., Research Scholars.

### **10. DATA COLLECTION PROCEDURE:**

The data collection procedure for the present study is the questionnaire method, interview method, sampling method, observation method, interview method were conducted personally. The questionnaires were distributed to all the users of Department of Education and filled questionnaire were collected.

### **11. DATA ANALYSIS METHOD:**

The data collected through questionnaire observation and informal interview, sampling method are organized and tabulated by using statistical methods, tables and percentage.

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## Chapter-4

### Analysis and Interpretation of Data

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## *Analysis and Interpretation of Data*

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The problem for the present study is “Information Seeking Behaviour of students of Education, AMU, Aligarh: A Survey.” The collected data are organized and tabulated by using statistical methods, table and percentages. This chapter deals with the analysis and interpretation of the data, which have been collected through questionnaire, interview and observation. A total number of 200 questionnaires were distributed in the library of Department of Education. But only 100 questionnaires were returned and the investigator could select only 100 responses for the analysis of data, 100 questionnaires were not considered for the analysis of data because of incomplete response and also as some respondents did not return them within time which were drawn samples taken from the various users of Education are given below–

- B.A. (Education)
- M.A. (Education)
- Research Scholars
- Diploma in Teaching
- B.Ed. students
- M.Ed. students

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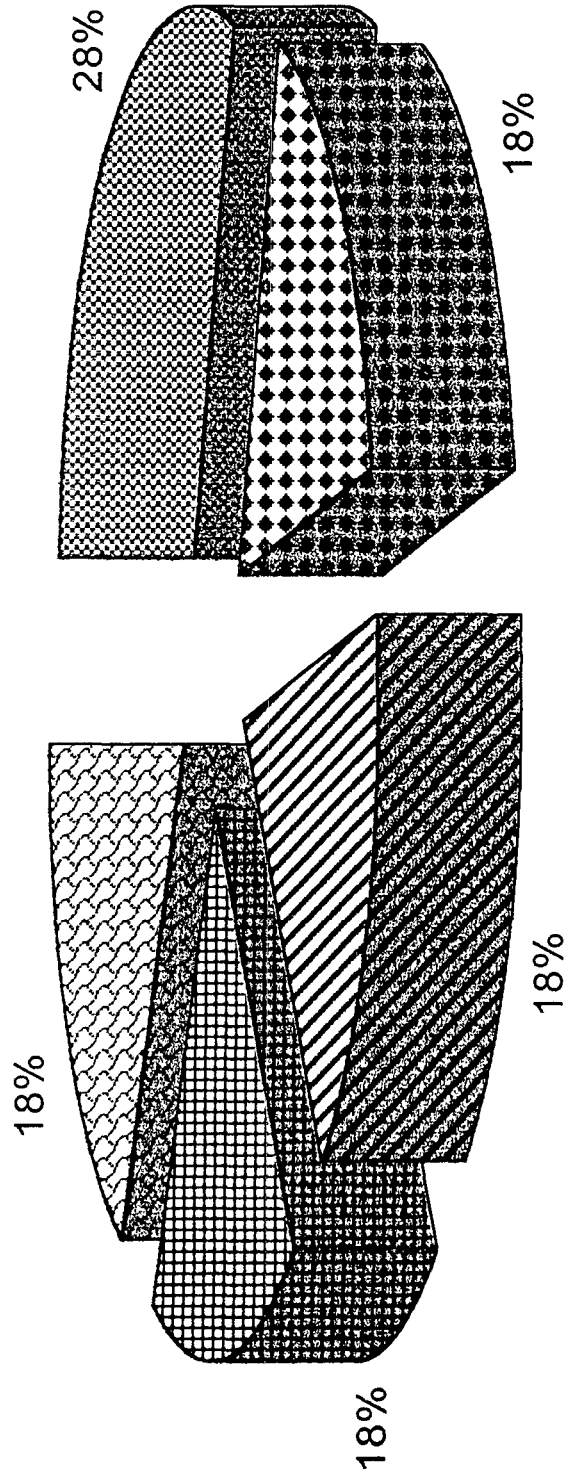
Table - 1  
Response Rate of all users

S. No.	Users	No. of Questionnaires	No. of returned	Percentage
1	B.Ed.	50	30	60%
2.	M.Ed.	30	15	50%
3.	M.A.	30	20	66%
4.	B.A.	30	10	33%
5.	Researchers	30	10	33%
6.	Diploma Teaching	30	15	50%

In order to assess the students of education they may be classified into 6 different categories as shown in table 1 of the analysis. It is observed that 60% B.Ed. students, 50% M.Ed. students, 66% M.A. students, 33% B.A. students, 33% Research Scholars, 50% Diploma in Teaching students responded.

It is clear from the analysis that most of the M.A. & B.Ed. students took interest to fill the questionnaire.

Diagram No.-1 Response Rate of all Users'



☒ B.Ed.   
 ☒ M.Ed.   
 ☒ M.A.   
 ☒ B.A.   
 ☒ R.S.

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The table 1 shows that the responses were received from 15 Diploma in teaching students, 10 B.A. students, 30 B.Ed. students, 20 M.A. students, 15 M.Ed. students and finally 10 research scholars.

The Pie chart also shows that 50% of the Diploma in teaching students cooperate in this study. 50% B.A, 60% B.Ed., 20% M.A., 66.66%, M.Ed., 10% Research Scholars. One of the reasons for this responses can be that Students not attend the classes regularly that's why only 50% response were given.

**Table-2**  
**Frequency of visit to the Library**

S.No.	Categories	Daily	Weekly	Monthly	Twice a week	Never	Total
1.	D.Teach	26.6% (4)	20% (3)	26.66% (4)	13.33% (2)	13.33% (2)	100% (15)
2.	B.A.	50 (5)	20 (2)	20 (2)	10 (1)	-	100 (10)
3.	B.Ed.	60 (16)	5 (5)	6.66 (2)	6.66 (2)	10 (3)	100 (30)
4.	M.A.	20 (4)	40 (8)	10 (2)	30 (6)	-	100 (20)
5.	M.Ed.	66.66 (10)	13.33 (2)	6.66 (1)	13.33 (2)	-	100 (15)
6.	Research Scholar	80 (8)	10 (1)	10 (1)	-	-	100 (10)

*Figure with in parenthesis are number of respondents. (N. R. means no response)*

The size of the sample chosen for study is quite large so that the formalities of findings can be facilitated. The frequencies of the visits of students (Diploma in teaching, B.A., M.A. B.Ed., M.Ed., Research Scholars) to the library of the department of education have been tabulated. The above table-2 clearly shows that 26% Diploma in teaching, 50% B.A. students, 60% B.Ed. students, 20% M.A. students 66.66% M.Ed. students and 80 % research scholars, visit library daily. 13.33% Diploma in teaching students, 10% B.A. students, 6.66% B.Ed.

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students, 30% M.A. students, 13.33% M.Ed. students come twice a week and 13.33% Diploma in teaching students, 10% B.Ed students never come to the library. Thus it clearly shows that 95% over all users are visitors of the library while the remaining 5% are not visitors of the library of the Department of Education.

**Table- 3 (a)**

### **Purpose of visiting the Library of the Department of Education**

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	66.66% (10)	20% (3)	13.33% (2)	0 (0)	53.33	0 (0)	100 % (15)
2.	See dissertation	0 (0)	0 (0)	0 (0)	0 (0)	66.66 (10)	33.33 (5)	100 (15)
3.	Use periodicals	13.33 (2)	0	0	13.33 (2)	53.33 (8)	20 (3)	100 (15)
4.	Use ref. Materials	26.66 (4)	26.66 (4)	13.33 (2)	6.66 (1)	6.66 (1)	20 (3)	100 (15)
5.	Read news papers/ magazines	33.33 (5)	13.33 (2)	6.66 (1)	6.66 (1)	6.66 (1)	33.33 (5)	100 (15)
6.	Browse periodicals books	0 -	0 -	0 -	0 -	80 (12)	20 (3)	100 (15)
7.	Use audio visual materials	26.66 (4)	13.33 (2)	20 (3)	13.33 (2)	13.33 (2)	13.33 (2)	100 (15)

*Figure with in parenthesis are number of respondents. (N. R. means no response).*

### **Diploma in Teaching**

The purpose of visiting the library has been classified into six different categories as shown in table 3 (a). On analysis it is observed that for getting book issued 66.66% (10) respondents from diploma in teaching visit the library very frequently followed by 20% (3) visit the



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library frequently, 13.33% (2) visit some times. For using periodicals 13.33% (2) teaching students visit the library very frequently followed by 13.33% (2) visit rarely. 53.33% (8) respondents never visit the library for using periodicals.

Similarly for using reference out of 15 respondents 30% (3 out of 10) respondents from Diploma in teaching visit the library frequently 20% (2) sometimes. 10% (1) respondents never response 50% (5) respondents read news paper/magazines. 20% (2) frequently, 20% (2) respondent, read newspaper magazines rarely, 20% (2) browse periodicals/books very frequently, 10% (1) frequently 20% (2) sometimes, 50% (5) respondents never. 80% (8) students gave no response to the use of audiovisual material.

Table-3 (b)

Purpose of visiting the Library of the Department of Education

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	80 (8)	10 (1)	10 (1)	-	-	-	100 (10)
2.	See dissertation	0	0	0	0	80 (8)	20 (2)	100 (10)
3.	Use periodicals	0	0	0	0	90 (9)	10 (1)	-
4.	Use ref. Materials	40 (4)	30 (3)	20 (2)	-	-	10 (1)	100 (10)
5.	Read news papers/magazines	50 (5)	20 (2)	10 (1)	20 (2)	-	-	100 (10)
6.	Browse periodicals books	20 (2)	10 (1)	20 (2)	-	-	50 (5)	100 (10)
7.	Use audio visual materials	0	0	0 (0)	0 (0)	20 (2)	80 (8)	100 (10)

*Figure with in parenthesis are number of respondents. (N. R. means no response).*

### B.A. students

Similarly table 3 (b) shows that for getting books issued 30% (3 out of 10) B.A. students visit the Library very frequently 40% (4)

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frequently, 60% (6) sometimes. 70% (7) rarely 80% (8) never visit the library for getting book issued 90% (9) B.A. students never visit the library for getting book issued. 80% (8) never see dissertation. 20% (2) did not respond. 90% (9) never use periodicals. 10% (1) gave no response for this question for using reference material. 40% (4) visit the Library very frequently, 30% (3) frequently, 20% (2) sometimes

**Table-3 (c)**

**Purpose of visiting the Library of the Department of Education**

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	26.66 (8)	23.33 (7)	26.66 (8)	6.66 (2)	13.33 (4)	3.33 (1)	29
2.	See dissertation	13.33 (4)	6.66 (2)	6.66 (2)	13.33 (4)	60 (18)	-	30
3.	Use periodicals	26.66 (8)	6.66 (2)	13.33 (4)	33.33 (10)	20 (6)	-	30
4.	Use ref. Materials	10 (3)	13.33 (4)	26.66 (8)	16.66 (5)	33.33 (10)	-	30
5.	Read news papers/magazines	33.33 (10)	50 (15)	16.66 (5)	-	-	-	30
6.	Browse periodicals books	66.66 (20)	26.66 (8)	3.33 (1)	3.33 (1)	-	-	30
7.	Use audio visual materials	33.33 (10)	6.66 (2)	10 (3)	40 (12)	10 (3)	-	30

*Figure with in parenthesis are number of respondents. (N. R. means no response).*

### **B.Ed. Students**

The purpose of visiting the library by B.Ed. students Table 3 (c) shows that for getting books issued 26.66% (8 out of 30) students visit the library frequently. 23.33% (7) frequently, 26.66% (8) sometimes, 6.66% (2) rarely, 13.33% (4) never visit the library. 3.33% (1) did not respond. 13.33% (4) respondents see dissertation. 26.66% (8) use periodicals frequently. 6.66% (2) frequently, 13.33% (4) visit the library

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sometimes. 33.33% (10) respondents visit the library rarely. 20% (6) never use the library for searching periodicals. Similarly for using audiovisual material, 33.33% (10) respondents use library very frequently, 6.66% (2) respondents visit the library frequently, 10% (3) sometimes, 40% (12) rarely, 10% (3) never visit the library for using audiovisual material.

**Table-3 (d)**

**Purpose of visiting the Library of the Department of Education**

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	22.22% (4)	22.22% (4)	27.77% (5)	0	27.77% (5)	11.11% (2)	18
2.	See dissertation	10.52 (2)	-	5.26 (1)	5.26 (1)	78.94 (15)	5.26 (1)	19
3.	Use periodicals	10 (2)	15 (3)	50 (10)	10 (2)	15 (3)	-	20
4.	Use ref. Materials	29.41 (5)	29.41 (5)	11.76 (2)	23.52 (4)	5.88 (1)	17.64 (3)	17
5.	Read news papers/magazines	35.29 (6)	11.76 (2)	23.52 (4)	17.64 (3)	11.76 (2)	17.64 (3)	17
6.	Browse periodicals books	40 (8)	15 (3)	10 (2)	25 (5)	10 (2)	-	20
7.	Use audio visual materials	-	-	-	-	-	20	0

*Figure with in parenthesis are number of respondents. (N.R. means no response).*

### **M.A. students**

Table 3 (d) gives analysis of M.A. students, for getting book issued 22.22% (4 out of 20) M.A. students visit very frequently the same no visit it frequently. 27.77% (5) visit the library sometimes for getting book issued. 78.94% (15) M.A. students never visit the library to see the dissertation. 50% (10) users use periodicals sometimes, 29.41% (5) respondents use reference material. Very frequently or frequently. 11.76% (2) use them sometimes. 23.52% (4) rarely, 5.88% (1) never

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visit the library for using reference material. 35.29% (6) visit library to read newspaper magazines. 23.52% (4) sometimes. 17.64% (3) rarely. 40% (8) browse periodicals/books. 15% (3) frequently. 10% (2) sometime. 25% (5) respondents browse periodicals/books rarely.

**Table-3 (e)**

**Purpose of visiting the Library of the Department of Education**

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	26.66% (4)	33.33% (5)	13.33% (2)	13.33% (2)	13.33% (2)	-	15
2.	See dissertation	66.66 (10)	13.33 (2)	20 (3)	-	-	-	15
3.	Use periodicals	53.33 (8)	26.66 (4)	20 (3)	-	-	-	15
4.	Use ref. Materials	33.33 (5)	13.33 (2)	13.33 (2)	40 (6)	-	-	15
5.	Read news papers/magazines	40 (6)	20 (3)	26.66 (4)	13.33 (2)	-	-	15
6.	Browse periodicals books	33.33 (5)	6.66 (1)	6.66 (1)	53.33 (8)	-	-	15
7.	Use audio visual materials	0	0	0	0	93.33 (14)	1	15

*Figure with in parenthesis are number of respondents. (N. R. means no response).*

### **M.Ed. students**

On analysis similarly in table 3 (e) it is observed that for getting books issued 26.66% (4 out of 15) M.Ed. students visit the library very frequently, followed by 33.33% (5) who visit the library frequently, 13.33% (2) visit the library sometimes, 13.33% (2) visit rarely. For using dissertation 66.66% (10) visit library very frequently, 13.33% (2) frequently, followed by 20% (3) who visit sometimes, 53.33% (8) use periodicals very frequently followed by 26.66% (4) frequently, 20% (3) visit sometimes similarly 33.33% (5) use reference material very frequently followed by 13.33% (2) frequently, 13.33 (2) sometimes,

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40% (6) respondents rarely visit the library for using reference material. 40% (6) read news paper magazines very frequently, 20% (3) visit library frequently. Followed by 26.66% (4) sometimes, 13.33% (2) rarely visit the library for reading newspaper magazines. Similarly 33.33% (5) respondents visit the library frequently to browse periodicals and books followed by 53.33% (8) who rarely visit the library for browsing periodicals/books. 93.33% (14) respondents never visit the Library for using audiovisual material.

**Table-3 (f)**

**Purpose of visiting the Library of the Department of Education**

S. No.	Purpose	Very frequently	Frequently	Some times	Rarely	Never	N.R.	Total
1.	To get books issued	20 (2)	10 (1)	50 (5)	10 (1)	10 (1)	-	100 (10)
2.	See dissertation	-	10 (1)	30 (3)	60 (6)	-	-	100 (10)
3.	Use periodicals	-	20 (2)	40 (4)	20 (2)	10 (1)	10 (1)	100 (9)
4.	Use ref. Materials	20 (2)	20 (2)	30 (3)	10 (1)	-	20 (2)	100 (8)
5.	Read news papers/magazines	30 (3)	30 (3)	20 (2)	20 (2)	-	-	100 (10)
6.	Browse periodicals books	40 (4)	10 (1)	40 (4)	10 (1)	-	-	100 (10)
7.	Use audio visual materials	-	-	20 (2)	20 (2)	40 (4)	20 (2)	100 (8)

*Figure with in parenthesis are number of respondents. (N. R. means no response).*

### **Research Scholars**

Finally Table 3 (f) on analysis it is observed that for getting book issued 20% (2 out of 10) Research scholars visit the Library very

## *Analysis and Interpretation of Data*

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frequently, followed by 10% (1) frequently, 50% (5) sometimes visit the library, 10% (1) rarely & 10% (1) never visit the Library for getting book issued. Similarly to see dissertations, 10% (1) visit library frequently, 30% (3) sometimes, 60% (6) visit library rarely. Similarly 20% (2) frequently, 40% (4) visit some times to use periodicals, 10% (1) never visit library for using periodicals. Similarly 20% (2) visit library to use reference material very frequently, followed by 20% (2) who visit frequently, 30% (3) visit library some times, 10% (1) rarely. Similarly 30% (3) visit library very frequently to read newspaper, magazines followed by 30% (3) who visit frequently. 20% (2) sometimes, 20% (2) rarely 40% (4) Research scholars visit library very frequently for browsing periodicals/books, 10% (1) visit frequently, 40% (4) visit some times 10% (1) rarely visit library. Similarly only 20% (2) visit library sometimes, same number visit rarely. 40% (4) never visit library for using audiovisual materials and 20% did not respond.

The table also shows that M.Ed. students mostly visit library for seeing dissertation, M.A. students visit library for using periodicals sometimes and never search dissertation. B.Ed. students frequently visit library for reading newspaper magazines, Brows periodicals/books. B.A. students visit library very frequently for getting book issued and never see dissertation. Diploma in teaching students mostly visit library to get books issued and never see dissertation, browse periodicals/books, use periodicals.

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Table – 4  
User's facilities

S.No.	Users	Number of Cards		Lib. Opening hours		Environment		Location	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	B.A. (10)	100% (10)		100 (10)	0	60 (6)	40 (4)	80 (8)	20 (2)
2.	M.A. (20)	50% (10)	25 (5)	65 (13)	10 (2)	60 (12)	15 (3)	75 (15)	0
3.	R.S (10)	90% (9)	-	80 (8)	-	60 (6)	-	100 (10)	-
4.	D. in Teach (15)	93.33% (12)	-	100 (10)	-	60 (6)	-	70 (7)	-
5.	B.Ed. (30)	93.33% (28)	6.66 (2)	86.66 (26)	13.33 (4)	66.66 (20)	33.33 (10)	100 (30)	0
6.	M.Ed. (15)	100% (15)	-	86.66 (13)	0	40 (12)	0	36.6 6 (11)	-

In table 4 categories have been formed as shown above. It is observed that among B.A. students 100%, are satisfied with number of cards provide by the library of the Education Department. 100% are satisfied with the library environment. 60% B.A. students are satisfied with the opening hours, 40% are not satisfied. 80% satisfied with location & 20% B.A. students are not satisfied. 50% M.A. students are satisfied with number of cards & remaining 25% are not satisfied. 65% are satisfied with library environment & 10% are not satisfied. 60% M.A. students are also satisfied with opening hours & 15% are not satisfied with opening hours. 75% students are satisfied with location.

90% researchers are satisfied with the number of cards provided by the library of the Department of Education. 80% Research Scholars are satisfied with the Library environment. 60%. Research scholars are satisfied with opening hours. 100% Research scholars satisfied with the

## *Analysis and Interpretation of Data*

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library location. 100% Diploma in Teaching students were satisfied with the library environment.

93.33% B.Ed. students were satisfied with the number of cards provided by the Library of the Department of Education. 86.66% were satisfied with the Library Environment 100% M.Ed. students were satisfied with number of cards 36.66% students were satisfied with location.

Table-5

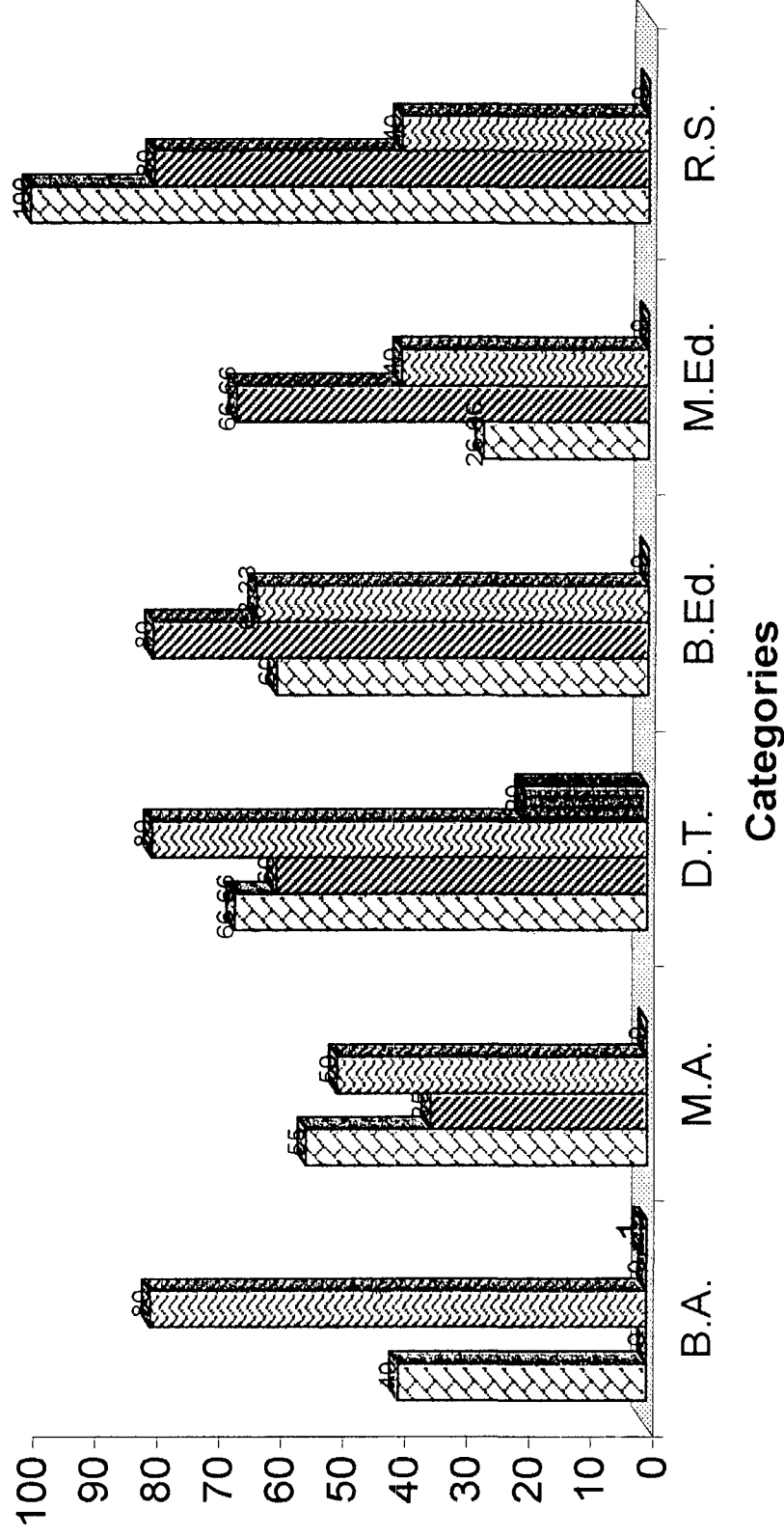
**Users method for searching the document**

S.No.	Users	By Author	By title	By subject	Any other
1.	<b>B.A.</b> (10)	40% (4)	0	80% (8)	0
2.	<b>M.A.</b> (20)	55 (11)	35 (7)	50 (10)	0
3.	<b>D. Teaching</b> (15)	66.66 (10)	60 (9)	80 (12)	20 (3)
4.	<b>B.Ed.</b> (30)	60 (18)	80 (24)	63.33 (19)	0
5.	<b>M.Ed.</b> (15)	26.66 (4)	66.66 (10)	40 (6)	0
6.	<b>Research Scholars</b> (10)	100 (10)	80 (8)	40 (4)	0
Total	<b>100</b>	57%	58%	59%	3%

The data shown in table-5 clearly indicate that out of 100 users. 40% (4 out of 10) B.A. students search the documents by Author, 80% (8) students search documents by subject. Similarly 55% (11 out of 20) M.A. students search the document by author, 35% (7) by title, 50% (10) by subject. Similarly 66.66% (10 out of 15) Diploma in teaching students search the document by Author, 60% (9) by title, 80% (12) by



**Diagram No.-5 Users method for searching the documents**



☒ Users
 ☒ By Author
 ☒ By Title
 ☒ By Subject
 ☒ Any Other

## *Analysis and Interpretation of Data*

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subject, 20% (3) use any other method. Similarly 60% (18 out of 30) B.Ed. students search the documents by author, 80% (24) by title, 63.33% (19) by subject. Similarly 26.66% (4) out of 15 M.Ed. students search the document by author, 66.66% (10) by the title 40% (6) by subject. Similarly 100% (10) out of 10 Research scholars search the documents by author. 80% (8) by title, 40% (4) by subject.

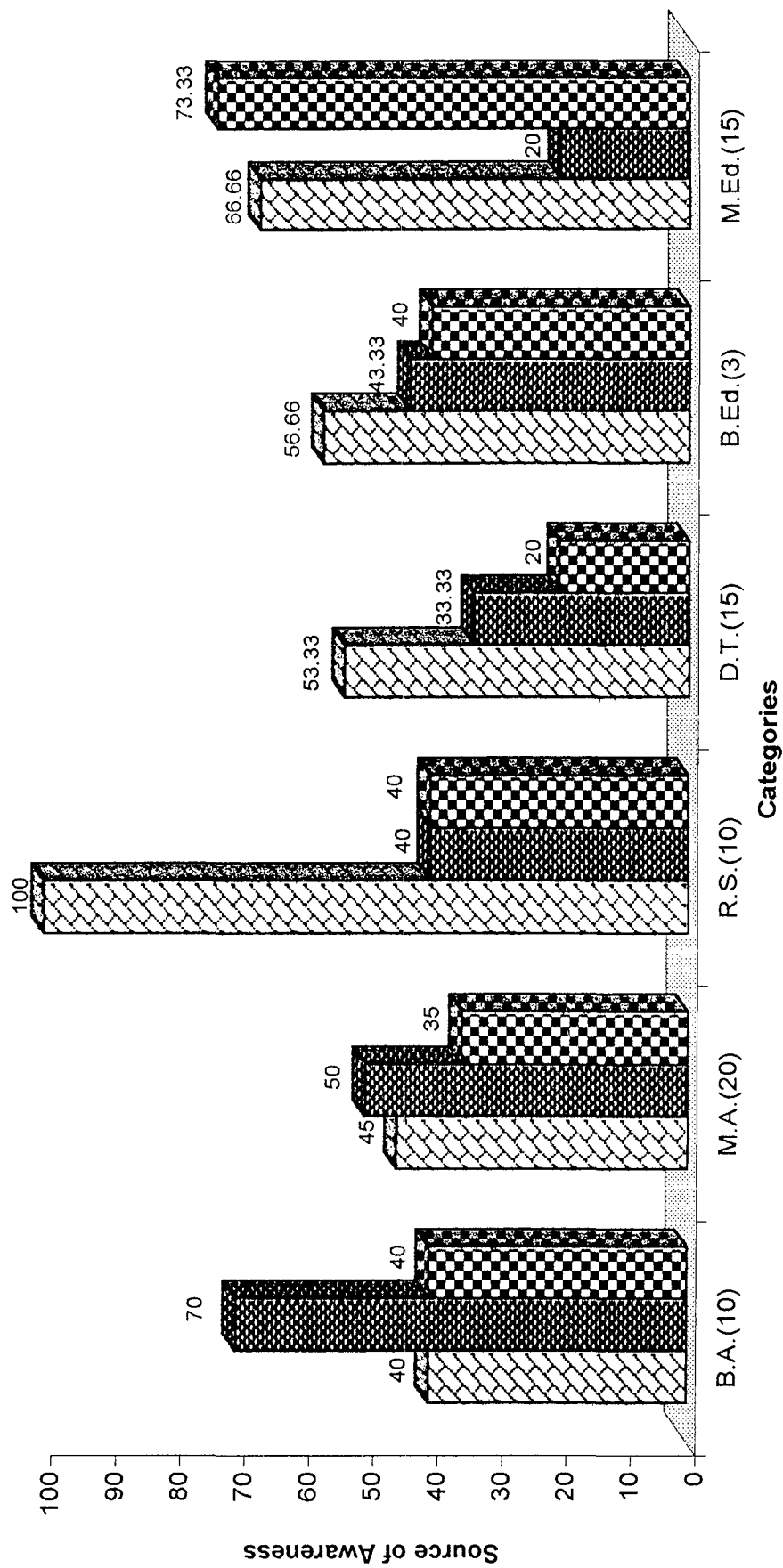
Over all users mostly search by subject 59% then by title 58% then by author 57%.

**Table – 6**  
**How users' become aware of the current journals**

S.No.	Source of awareness	Percentage of Users						Total % of users
		B.A. (10)	M.A. (20)	Research (10)	D.Teaching (15)	B.Ed. (3)	M.Ed. (15)	
1.	Through the Lib. Of your department	40 (4)	45 (9)	100 (10)	53.33 (8)	56.66 (17)	66.66 (10)	40.27
2.	Through class mates & friends	70 (7)	50 (10)	40 (4)	33.33 (5)	43.33 (13)	20 (6)	31.25
3.	Through Teachers	40 (4)	35 (7)	40 (4)	20 (36)	40 (12)	73.33 (11)	28.47

The above table shows that for 40.27% of users, the source of awareness was the Library of the Department of Education. 28.47% over all users became aware of the current journals through teachers. 31.25% students became aware through classmates & friends. Thus the majority of the users got information through the Library of the Department of Education.

Diagram No. - 6 How users' become aware of the current journals



☒ Through the Library of your Department 
 ☒ Through classmates & Friends 
 ☒ Through Teachers

## *Analysis and Interpretation of Data*

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**Table-7**  
**Rank order for the purpose of using periodicals**

S.No.	Purpose of Using periodicals	Categories of users						Total
		B.A. (10)	M.A. (20)	Research scholars(10)	B.Ed. (30)	M.Ed. (15)	D.Teaching (15)	
1.	Research	0	0	80% (8)	0	0	0	8% (100)
2.	Updating knowledge	60 (6)	40 (8)	30 (3)	46.66 (14)	60 (9)	33.33 (5)	45 (100)
3.	General awareness	60 (6)	60 (12)	50 (5)	56.66 (17)	53.33 (8)	40 (6)	54 (100)
4.	Teaching work	50 (5)	20 (4)	20 (2)	30 (9)	6.66 (1)	86.66 (13)	34 (100)
5.	Any other	0	0	0	0	13.33 (2)	0	2 (100)

The purpose of using periodicals in the library has been classified into six different user categories as shown in table 7. On analysis it is observed that for research purpose 80% (8 out of 10) research scholars use periodicals. For updating knowledge 60% (6 out of 10) B.A. students, 40% (4 out of 20) M.A. Students, 30% (3 out of 10) Research scholars, 46.66 % (14 out of 30) B.Ed. students, 60% (9 Out of 15) M.Ed. students used periodicals. For general awareness 54% (54 out of over all 100) users consult periodicals. Then 45% users use them for updating knowledge. Similarly 34% use them for teaching work followed by 8% for research purpose followed by 2% for any other purpose.

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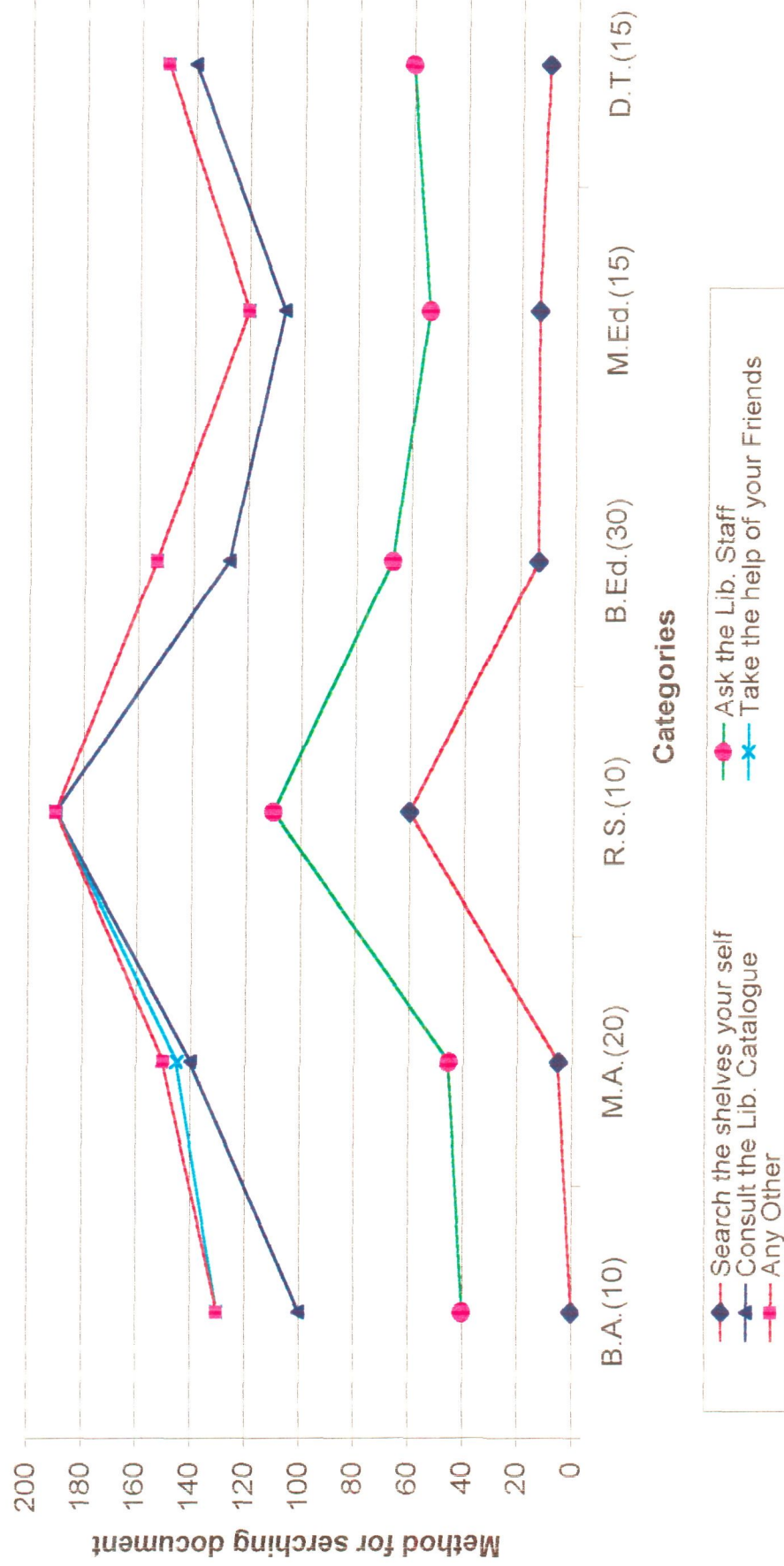
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Table –8  
Rank order of how users locate a certain document

S. No	Method for searching document	Categories of users						
		B.A. (10)	M.A. (20)	R.S. (10)	B.Ed. (30)	M.Ed. (15)	D.T. (15)	Total
1.	Search the shelves yourself	-	5 (1)	60 (6)	13.33% (4)	13.33 (2)	10 (1)	100% (14)
2.	Ask the library staff	40 (4)	40 (8)	50 (5)	53.33 (16)	40 (6)	50 (5)	100% (44)
3.	Consult the library catalogue	60 (6)	95 (19)	80 (8)	60 (18)	53.33 (8)	80 (8)	100% (67)
4.	Take the help of your friends	30 (3)	5 (1)	-	26.66 (8)	13.33 (2)	10 (1)	100% (15)
5.	Any other	-	5 (1)	-	-	0	-	100% (1)

Table 8 indicates the rank order of method adopted for searching document by all the categories of users (B.A., B.Ed., M.A., M.Ed., Diploma in Teaching, Research Scholars). Table-8 clearly shows that the most adopted method for searching documents for over all users are to consult the library catalogue. 60% (6) B.A. students mostly consult the library catalogue, 95% (19 out of 20) M.A. students rated consult the library catalogue. 80% (8) Research Scholar rated consults the library catalogue. 60% (18 out of 30) B.Ed. students rated consult the library catalogue. 53.33% (8 out of 15) M.Ed. students and 80% (8 out of 15) Diploma in teaching students rated consult the library catalogue as the most used method.

Diagram No. - 8 Rank order of how users locate a certain document



## *Analysis and Interpretation of Data*

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**Table – 9**  
**Internet facility provide by the department**

S.No.	Users	Yes	No
1.	B.A. (10)	0	100% (10)
2.	M.A. (20)	0	100 (20)
3.	D. Teaching (15)	0	100 (15)
4.	B.Ed. (30)	83.33% (25)	16.66 (5)
5.	M.Ed. (15)	86.66 (13)	13.33 (2)
6.	Research scholars (10)	100 (10)	0

User response in Table 9 shows that 83.33% (25 out of 30) B.Ed. students use Internet facility in the department and 16.66% (5) did not use the Internet facility 86.66% (13 out of 15) M.Ed. students use the Internet facility in the department of Education & remaining 13.33% (2) did not use the Internet facility. Similarly 100% (10 out of 10) Research Scholars used the Internet facility in the department. The remaining B.A. students, M.A. students, Diploma in Teaching students were never provided the Internet facility.

**Table – 10**  
**Do you believe information seeking on Internet is time consuming process**

S.No.	Users	Number of Respondents	Yes	No	Total
1.	B.Ed.	30	93.33% (28)	6.66% (2)	99.99% (30)
2.	M.Ed.	15	93.33 (14)	6.66 (1)	99.99 (15)
3.	Research Scholars	10	100 (10)	0	10
Total		55	52	3	55%

As shown in Table 10 on analysis it is observed that only 55% out of (55/100) over all users of Education (B.Ed. students, M.Ed. students and Research scholars) are allowed to used Internet facility in the

## *Analysis and Interpretation of Data*

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department that's why maximum research scholars 100% (10) believe information seeking on Internet is a time consuming process, followed by 93.33% B.Ed. students & M.Ed. students believe information seeking is time consuming process. Most students i.e. 95% believe information seeking is time Consuming process. Remaining 5% did not believe it to be so.

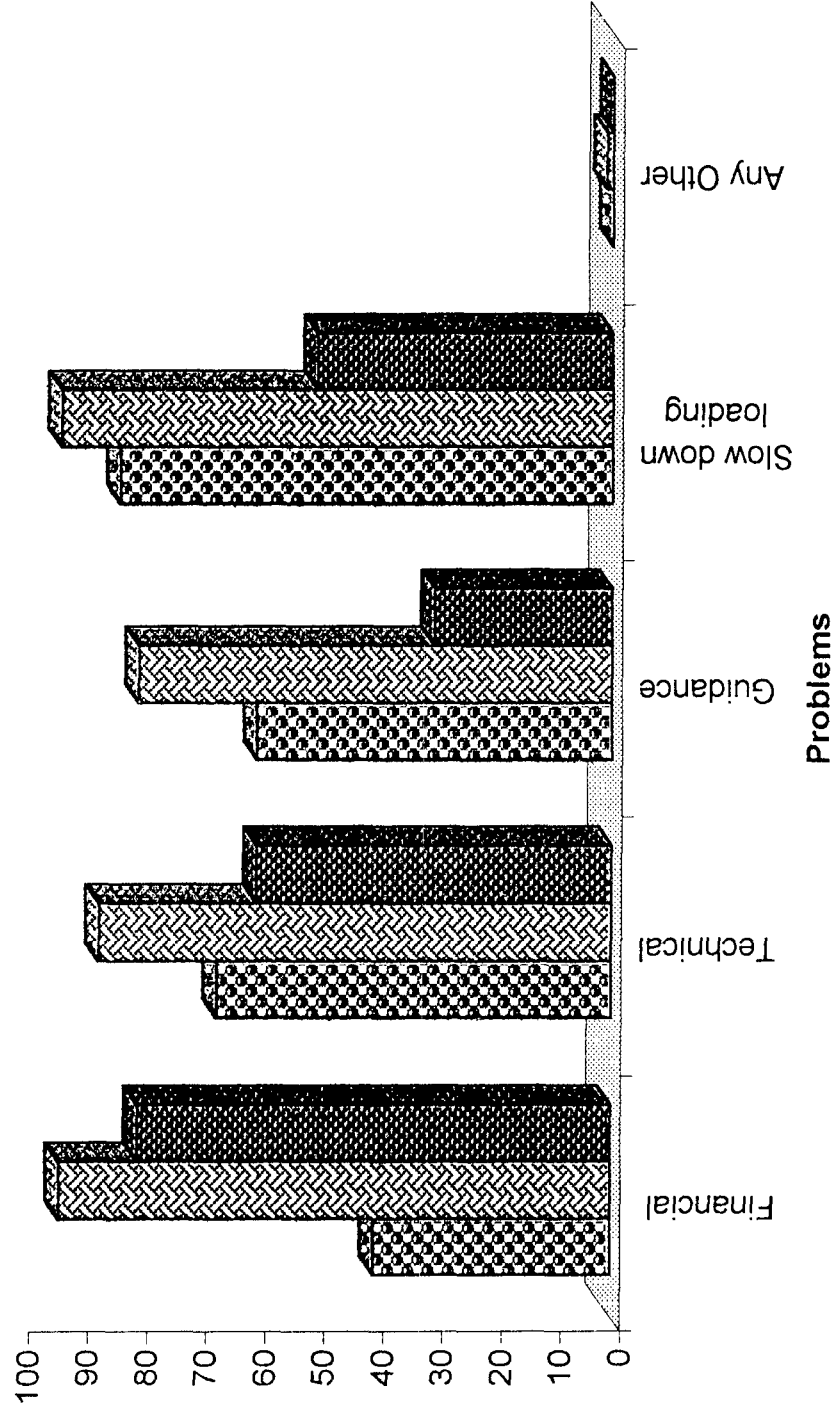
**Table – 11**  
**Types of Problem faced by the Users' of Internet**

S.No.	Problems	Users % age			Total
		B.Ed. (30)	M.Ed. (15)	Research scholars (10)	55
1.	Financial	40 (12)	93.33 (14)	80 (8)	61.81 (34)
2.	Technical	66.66 (20)	86.66 (13)	60 (6)	70.90 (39)
3.	Guidance	60 (18)	80 12	30 (3)	60 (33)
4.	Slow down loading	83.33 (25)	93.33 (14)	50 (5)	80 (44)
5.	Any other	0	1	0	1.8 (1)

In order to know the problem faced by the users of the department of Education on Internet, the problem has been classified into five categories as shown in Table 11. On the analysis it is observed that out of 55 students B.Ed. (30), M.Ed. (15), Research scholars (10), 80% (44) students face slow downloading problem, followed by 70.90 (39) out of 55 students facing Technical problem, followed by 61.81 (34) students facing financial problem followed by 60 (33) facing guidance problem. Most students of the Department of Education face slow downloading problem.



Diagram No. 11 Types of Problem faced by the Users' of internet



☐ B.Ed.(30)
 ☐ M.Ed.(15)
 ☐ R.S.(10)

## *Analysis and Interpretation of Data*

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**Table - 12**

**User operation Regarding Attitude of the Library staff  
Satisfied or not satisfied**

S.No.	Satisfied of the Attitude of the Library staff	Percentage of users						Total % age of users
		B.A. (10)	M.A. (20)	R.S (10)	D. T (15)	B. Ed (30)	M.Ed (15)	
1.	Yes	7	18	6	9	21	10	71.71
2.	Can not say	2	0	4	0	4	3	13.13
3.	NO	0	2	0	6	5	2	15.15
Total: 99.9%		9	15	10	15	30	15	100

The above Table-12 shows that 71.71% users were satisfied with the attitude of the Library staff means it is quite good & all the users B.A., M.A. Research Scholars, Diploma in Teaching, B.Ed., M.Ed. students are quite satisfied with it, where as 13.13% over all users can not say anything about library staff 15.15% over all users are not satisfied with the attitude of the Library staff.

**Table – 13**

**Rank Order of How helpful are the librarian and his staff in  
finding answer to your queries**

S.No.	Users	Number of Respondents	Yes	Sometimes	Never	Total
1.	D. inTeach	15	46.66% (7)	40% (6)	13.33% (2)	100% (15)
2.	B.A	10	70 (7)	20 (2)	10 (1)	100 (10)
3.	M.A	20	50 (12)	30 (6)	10 (2)	100 (20)
4.	Research scholars	10	50 (6)	40 (4)	0	100 (10)
5.	B.Ed	30	66.66 (20)	26.66 (8)	6.66 (2)	99.99 (30)
6.	M.Ed	15	53.33 (8)	33.33 (5)	13.33 (2)	99.99 (15)
Total		100	60	31	9	100

As shown in Table 13 on analysis it is observed that 46.66% (7 out of 15) Diploma in teaching students take the help of library staff for finding answer to his/her queries, 40% sometimes, 13.33% never.

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70% (7 out of 10) B.A. students seek the help of library staff, 20% (2) sometimes, 10% (1) never take the help of library staff for finding answer to his/her queries. Similarly among M.A. students 50% usually, 30% (6) sometimes, 10% (2) never take the help of library staff for finding answer to his/her queries. Similarly 60% (6 out of 10) Research scholars take the help of library staff for finding answer to his/her queries, while 40% (4) take it sometimes. Similarly 66.66% (20 out of 30) B.Ed. students take the help of library staff for finding answer to his queries, 26.66% (8) sometimes, 6.66% (2) never. Similarly 53.33% (8) out of 15 M.Ed. students take the help of library staff for finding answer to his/her queries, 33.33% (5) sometimes 13.33% (2) never.

**Table –14**

**User awareness about the library facilities**

S.No.	User satisfaction about library facilities	Percentage of users							% of users
		B.A. (10)	M.A. (20)	Research Scholars (10)	D. in Teaching (15)	B.Ed. (30)	M.Ed. (15)	Total (100)	
1.	Space for reading	90 (9)	93 (14)	100 (10)	86.66 (13)	96.66 (29)	100 (15)	100 (90)	18.72
2.	Cleanliness	100 (10)	93 (14)	80 (8)	46.66 (7)	100 (30)	66.66 (10)	79	15.863
3.	Lighting	80 (8)	14	7	66.66 (10)	96.66 (29)	74 (11)	79	15.863
4.	Ventilation	80 (8)	14	6	53.33 (8)	63.33 (19)	26.66 (4)	59	11.847
5.	Drinking water facility	60 (6)	73.33 (11)	5	60 (9)	66.66 (20)	20 (3)	54	10.843
6.	Toilet	30 (3)	33.33 (5)	4	60 (9)	40 (12)	26.66 (4)	37	7.429
7.	Seating arrangement	60 (6)	86.66 (13)	4	60 (9)	90 (27)	26.66 (4)	63	12.650
8.	Silence	20 (2)	53.33 (8)	5	6.66 (1)	60 (18)	20 (3)	37	7.429

The Table-14 shows that 90% B.A. students, 14% M.A. students, 10% Research scholars, 13% Diploma in Teaching, 15% M. Ed. Students which means maximum users are satisfied about space for

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reading. Only 30% students are satisfied for cleanliness. It is also clear from the above table that a vast majority of the users are satisfied about space for reading, cleanliness, lighting but they are less satisfied with the toilet facility as they form 7.42% only. Same percentage are satisfied about silence in the library of the Department of Education.

**Table – 15**  
**Library collection**

S.No.	Lib. Collection	B.A. (10)	M.A. (20)	Researcher (10)	D. Teaching (15)	B.Ed. (30)	M.Ed. (15)
1.	Excellent	0	30% (6)	10% (1)	66.66% (10)	3.33% (1)	60% (9)
2.	Good	40 (4)	40 (8)	30 (3)	20 (3)	43.33 (13)	6.66 (1)
3.	Sufficient	60 (6)	15 (3)	60 (6)	13.33 (2)	50 (15)	33.33 (5)
4.	Poor	0	15 (3)	0	0	3.33 (1)	0
Total		100 (10)	100 (20)	100 (10)	99.99 (15)	99.99 (30)	99.99% (15)

Table-15 indicates how much students are satisfied with the library collection. It is divided into 4 categories, Excellent, Good, Sufficient and poor. 60% B.A. students rated the collection as sufficient and remaining 40% said it is a good collection.

30 % M.A. students said excellent collection. 40% students rated it as good. 15% rated sufficient and remaining 15% rated it a poor collection.

10% (1 out of 10) Research Scholars rated the collection as excellent 30 % (3) respondents rated it as good 60 % (6) rated it as sufficient collection.

66.66% (10 out of 15) Diploma in Teaching respondents rated it excellent, 20% (3) rated good collection, 13.33% (2) rated it sufficient collection.

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3.33% (1 out of 30) B.Ed. students rated the collection as excellent 43.33% (13) rated it good collection, 50% (15) rated it sufficient collection and only 3.33% (1) rated it a poor collection.

60% (9 out of 15) M.Ed. students rated it as excellent collection. 6.66% (1) rated it as good collection, 33.33% (5) rated it as sufficient collection. Finally all users were satisfied with the library collection except a few M.A. students where 15% (3 out of 20) students rated it as poor collection and 3.33% (1 out of 30) B.Ed. students rated it as poor collection.

**Table 16**  
**Demonstration lesson Educate to use Library**

S.No.	Users	Yes	Sometimes	No	Total
1.	B.A. (10)	80% (8)	0	20% (2)	10
2.	M.A. (20)	0	45 (9)	55 (11)	20
3.	B.Ed. (30)	66.66 (20)	33.33 (10)	0	30
4.	M.Ed. (15)	6.66 (1)	86.66 (13)	6.66 (1)	15
5.	D. in Teach. (15)	66.66 (10)	26/66 (10)	6.66 (1)	15
6.	Researcher (10)	39 (0)	36 (0)	25 (0)	100 (10)

The table-16 indicates whether the users educate themselves through library for teaching practice. It is divided into 3 categories Yes, Sometimes, No. 80% (8 out of 10) B.A. students educate demonstration lesson for teaching to use library, 20% (2) don't use library. Similarly 45% (9) out of 20 M.A. students some time use the library 55% (11) don't use library for teaching practice. 66.66% (20 out of 30) B.Ed. students mostly use library for teaching practice for making lesson plans 33.33% (10) students sometime use library. Similarly 6.66% (1 out of 15) M.Ed. students use library, 86.66% (13) use library sometimes, 6.66% (1) don't use library. Similarly 66.66% (10 out of 15) Diploma in teaching students use library for making lesson plans for teaching

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practice, 26.66% (4) use sometimes, 6.66% (1) don't use library. This shows mostly. B.Ed. and Diploma in teaching students educate themselves through library for teaching practice. M.A. students and Research scholars never use library for teaching practice.

**Table – 17**  
**Users' preference for open/closed access**

S.No.	Users	Open access system	Closed access system	Both	Total
1.	Dip. In Teach (15)	26.66% (4)	-	73.33% (11)	15
2.	B.A. (10)	80 (8)	-	20 (2)	10
3.	M.A. (20)	45 (9)	30% (6)	25 (5)	20
4.	B.Ed. (39)	93.33 (28)	0	6.66 (2)	30
5.	M.Ed. (15)	86.66 (13)	-	13.33 (2)	15
6.	Research Scholars (10)	80 (8)	-	20 (2)	10
Total	100	70	6	24	100

Table-17 indicates that among all the users. 70% users want open access system 6% users want closed access system and 26% users want both the closed access as well as open access system.

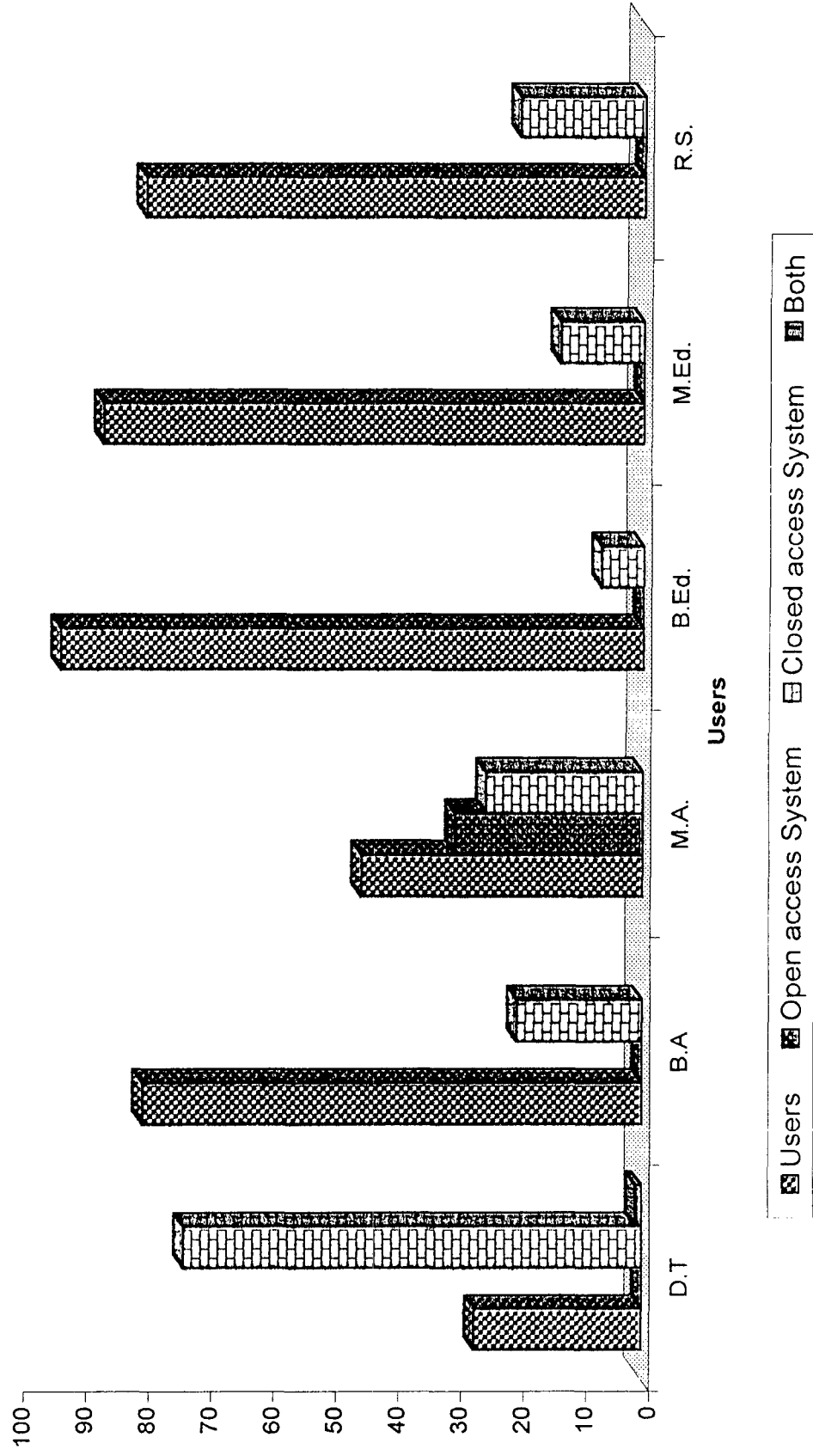
26.66% (4 out of 15) respondents of Diploma in Teaching want an open access system and remaining 73.33% (11 out of 15) respondents want both the closed as well as open access system.

80% (8 out of 10) respondents of B.A. (Education) want an open access system and remaining 20% (2 out of 10) respondents want both systems.

45% (9 out of 20) respondents of M.A. (Education) want an open access system 30% (6) closed access system 25% (5) want both systems,

93.33% (28 out of 30) respondents of B.Ed student's want an open access system. 6.66% (2) want both system. Similarly, 86.66% (13 out

Diagram No. - 17 Users preference for Open /Closed access



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of 10) respondents of M.Ed. students want an open access system. 13.33% (2) want both system. Similarly 80% (8 out of 10) respondents of Research Scholars wants an open access system 20% (2) wants both systems.

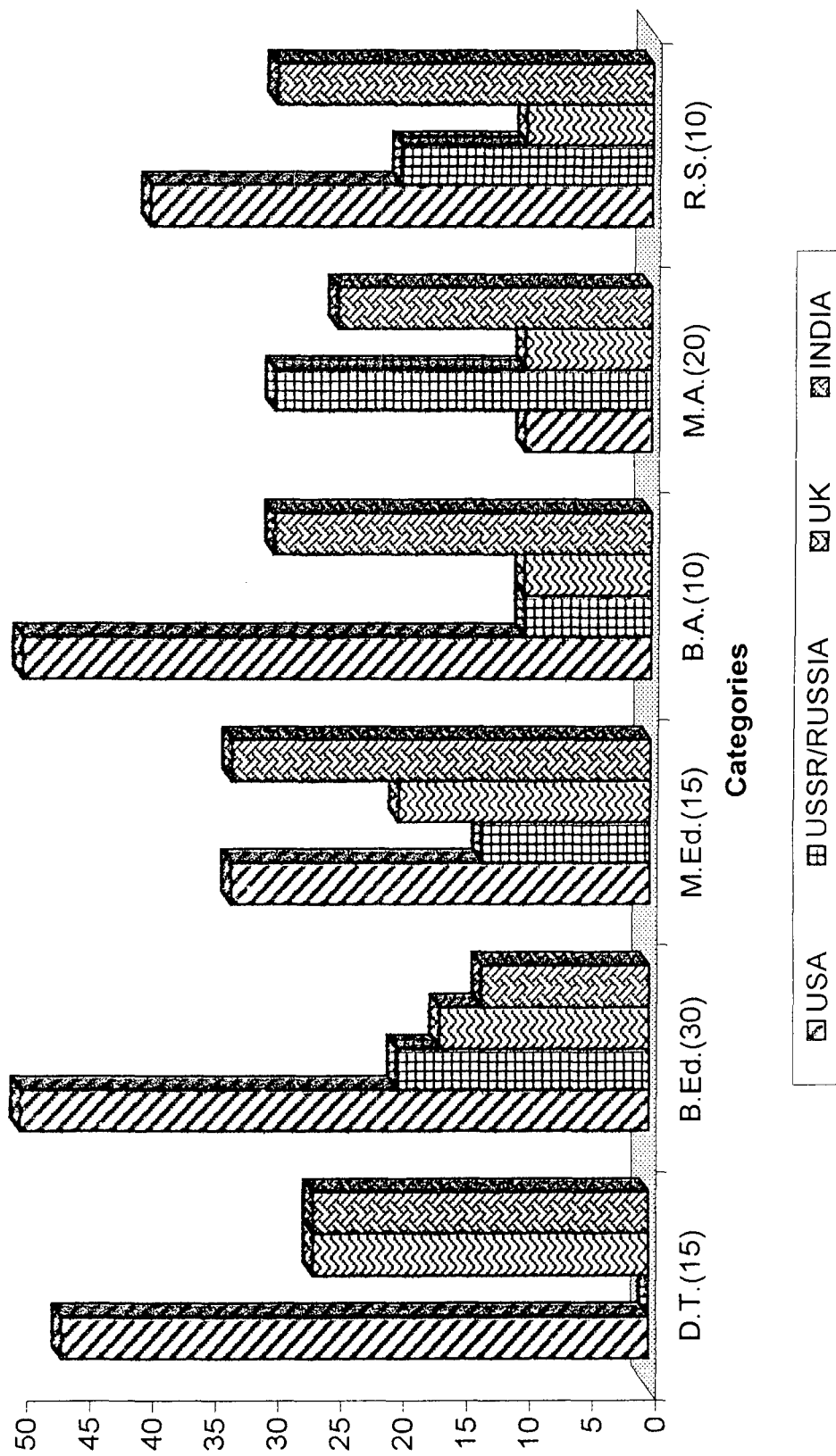
**Table-18**  
**Frequency Distribution of periodicals According to Country**

S.No.	Country	D. in Teach (15)	B.Ed. (30)	M.Ed. (15)	B.A. (10)	M.A. (20)	Research Scholars (10)	Total % age
1.	USA	46.66% (7)	50% (15)	33.33% (5)	50% (5)	10% (2)	40% (4)	38%
2.	USSR/Russia	0	20 (6)	13.33 (2)	10 (1)	30 (6)	20 (2)	17%
3.	UK	26.66 (4)	16.63 (5)	20 (3)	10 (1)	10 (2)	10 (1)	16%
4.	INDIA	26.66 (4)	13.33 (4)	33.33 (5)	30 (3)	25 (5)	30 (3)	24%
	Total	15	30	15	10	20	10=100	95%

The table 18 indicates frequency distribution of periodicals according to country. All the users of education are divided into 6 categories and 4 countries such as USA, USSR/Russia, UK, and India. 46.66% (7 out of 15) Diploma in Teaching students use periodicals from USA, 50% (15 out of 30) B.Ed. students, 33.33% (5 out of 15) M.Ed. students, 33.33% (5 out of 15) M.Ed. students, 50% (5 out of 10) B.A. students. 10% (2 out of 10) M.A. students, 40% (4 out of 10) Research Scholars use periodicals published from USA. Similarly 20% (6) B.Ed. students, 13.33% (2) out of 15 M.Ed. students. 10% (1) out of 10 B.A. students, 30% (6), M.A. students, 20% (2) Research Scholars use periodicals published from USSR/Russia. Similarly 26.66% (4) Diploma in Teaching students. 16.63% (5) B.Ed. students, 20% (3), M.Ed. 10% (2) M.A. students, 10% (1 out of 10) B.A. and Research scholars used periodicals published from U.K. Similarly 26.66% (4) Diploma in Teaching, 16.63% (5 out of 30) B.Ed. students. 30% (3 out of 10) B.A.



Diagram No. - 18 Frequency Distribution of Periodicals According to country



## *Analysis and Interpretation of Data*

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and Research Scholars use periodicals published from India and 25% (5) M.A. students use Indian periodicals. Maximum users 38% like periodicals published from USA. Second most popular periodicals 24% published from India then USSR/RUSSIA and least popular periodicals published from U.K.

## Chapter-5

### Conclusion, Findings & Suggestions

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## *Conclusion, Findings, and Suggestions*

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The present study sought to examine the information seeking behaviour of students of education in AMU, Aligarh through a survey.

Most of the objectives are met satisfactorily and most of the users are satisfied with various types of services provided by the library of the Department of Education. Information seeking is the boon of the present century. It gives accessibility to information at fingertips. Information is an important resource, valuable input and power for societal development. Overall users of Education may be divided into six categories, B.A. students, M.A. students, Diploma in Teaching students, B.Ed. students, M.Ed. students and Research Scholars.

However, the library and information system has the primary responsibility to reach a minimum level of requirement so as to be capable of handling complex information needs and demands. Over all it is an established fact that library and information system is the life blood of a University so it is to be strengthened for information provision and, to create important avenues of information circulation within the University and then to the outside world.

This survey clearly revealed that the majority of the users depend on the Library of the Department of Education. As a result, the librarian

## *Conclusion, Findings, and Suggestions*

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should ensure adequate provision of current journals/periodicals to all the users.

It was also discovered that B.Ed. students, M.Ed. students, and Research scholars are provided Internet facility in the Department for easy accessibility for information seeking. This will enhance their utilization. That's why a computer awareness programme must be spread among the users for the benefit of his/her teaching and learning.

### *Findings*

Based on the analysis of the present survey the following findings can be arrived at:

1. There are 100 responses out of 200 questionnaires. The details are 50% (15 out of 30) Diploma in Teaching students responded, 33% (10 out of 30) B.A. students. 50% (30 out of 50) B.Ed. students, 66% (20 out of 30) M.A. students, 50% (15 out of 30) M.Ed. students, 33% (10 out of 30) Research scholars responded.
2. Majority of the users' visit the Seminar Library of the Department.
3. 26.6% (8 out of 30) B.Ed. students ofine that working hours are inadequate. Similarly 20% (2 out of 10) B.A students, 26.66% (4 out of 15) Diploma in Teaching students, 26.66% (4 out of 15) M.Ed students are strongly agree, 55% (11 out of 20) M.A.

## *Conclusion, Findings, and Suggestions*

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students agree. Mostly 40% (4 out of 10) Research scholars are not satisfied with the opening hours of the library.

4. To solve the immediate practical problem is also one of the main reason for the seeking of information among users.
5. The study reveals that 80% (8 out of 10) research scholars, 66.66% (10 out of 15) M.Ed students, 60% (18 out of 30), 50% B.Ed students (15 out of 30) B. A students use the library daily. 40% (8 out of 20) M.A. students use library twice a week.
6. Majority of the users visit the library for getting books issued, most users use library to read news papers/magazines.
7. M.Ed. students mostly visit library for seeking dissertation, M.A. students visit library for using periodicals. Diploma in Teaching students never see dissertations, browse periodicals/ books.
8. Diploma in Teaching and B.Ed students use Audio-visual material in the Library.
9. Most users are satisfied with the number of cards provide by the library.
10. High percentages of users are satisfied with the library environment.
11. High percentages of users are satisfied with the location of the Library.

## *Conclusion, Findings, and Suggestions*

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12. Students of professional courses mostly locate their documents by subject. Students of Non-professional courses and researchers locate their documents by author and title.
13. Most users become aware of the current journals through the library, or through teachers.
14. Students enrolled in professional courses use periodicals for updating knowledge and general awareness. Non-professional students use periodicals for teaching work and research scholars mostly use periodicals for research purposes.
15. The study reveals that over all 80% of the respondents' approach the document through consulting the library catalogue.
16. Only B.Ed., M.Ed., Research Scholars use Internet facility in the department.
17. B.A., M.A., Diploma in Teaching students are never provided the Internet facility in the Department.
18. Majority of the students are facing slow downloading problem in using Internet services.
19. Mostly students believe that information seeking through Internet is time-consuming process.
20. The study identifies that 71.77% respondents were satisfied with the attitude of the Library staff.
21. The study records that all the users are fully aware and satisfied with the facilities such as space for reading, cleanliness, lighting,

## *Conclusion, Findings, and Suggestions*

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ventilation, drinking water facility and seating arrangement in the Library.

22. 37% users said the library collections are sufficient, 32% said good and 27% said excellent. Most users were impressed by the collection of the library.
23. Most B.Ed., M.Ed. and Research Scholars want an open access system in the Library.
24. The study identifies that 38% students like periodicals, which are published from U.S.A.

### *Summary of Findings:*

The result obtained in this study revealed that an overwhelming majority of the students depend on the library of the Department of Education. Users were satisfied with the library collection facilities provided by the library. Most students want periodicals, which are published from USA. Most students search documents by consulting the Library catalogue.

From the above study, it was also discovered that current material, ranked highest and users are satisfied with the number of cards provided by the Library.



## *Conclusion, Findings, and Suggestions*

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### *Tenability of Hypotheses*

The tenability of the hypotheses can be checked in the light of the above findings.

#### **Hypothesis-1**

All the users of the Department of Education are expected to visit the Library frequently, to equip themselves with the current literature for effective teaching and research.

It is clear from the result of the survey that most of the users of the Department of Education (like B.A. students, M.A. students, Diploma in Teaching students, B.Ed students, M.Ed. students and Research Scholars), visit University Library weekly or twice a week and Research Scholars visit the library of Education daily for updating themselves by using periodicals.

#### **Hypothesis-2**

Most of the users benefit from the various types of facilities provided by the library of the Department of Education.

The study reveals that, a high percentage of users in Library of Education Department benefited from the various types of facilities. So the hypothesis becomes fully true.

## *Conclusion, Findings, and Suggestions*

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### **Hypothesis-3**

A large number of users are satisfied with the over all collection, attitude of library staff and services provided by the library of the Department of Education.

According to the result of this study, a high percentage of users of education are satisfied with the collection, attitude of library staff so the hypothesis become true.

### **Hypothesis-4**

Limited numbers of library users are utilizing the available Internet services in the Library of the Department of Education.

It is evident from the result of the study that B.Ed., M.Ed. and Research Scholars use Internet facility in the Department of Education, B.A., M.A., and Diploma in Teaching students are never provided the Internet facility. Therefore this hypothesis is also proved true.

### **Hypothesis-5**

Users become aware of the current journals. Mostly users become aware of the current journals through the Library, or through teachers.

Mostly users became aware of the current journals through the library or through teachers.

## *Conclusion, Findings, and Suggestions*

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### **Scope and Limitations of the study**

The present study “Information seeking behaviour of students of education in AMU, Aligarh: A Survey” Is an attempt to determine the information seeking behaviour of different users such as B.A. students, M.A. students, Diploma in Teaching students and Research Scholars, and their use pattern of the sources.

Even though extra attempt has been made to be as precise and objective as possible certain limitation might have come into the study. The investigator was able to identify some of the major limitations such as:

1. The study is limited to the students of the Department of Education. It includes all the users of education only such as B.A. students, M.A. students, Diploma in Teaching students, B.Ed. students, M.Ed. Students and Research Scholars.
2. The sample questionnaire was distributed among 200 users' of education department but we collected only 100 questionnaires i.e there was only 50% response and remaining students did not return the questionnaire.
3. The geographical area is restricted to the Department of Education, A.M.U., Aligarh.
4. It takes into account the users' of education in the academic year 2002-2003 (Limitation by time period only).

## *Conclusion, Findings, and Suggestions*

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5. Only B.Ed., M.Ed. and Research Scholars are provided Internet facility.

### **Recommendation for further research**

1. The same study can be conducted among different faculties and Research Scholars.
2. The same study can be conducted among different staff members.
3. The same study can be conducted to know the staff opinion about the various services of the Library.
4. The same study can also be extended to other libraries in India.
5. The same study can be conducted on M. Tech students.

### **Conclusions and Suggestions**

1. The Library of Department of Education is quite a big library with a large collection of books, journals etc. being located in the centre of the Department. It is easily accessible to the users' and is used extensively.
2. The Library has a separate section for those students who search dissertations for M.Ed. purpose, Research scholars, general users, and staff members.
3. The Library remains open from 8.00 a.m. to 2.00 p.m. throughout the year, during examination time it is open from 8.00 a.m. to 5.00 p.m. except Fridays.

## *Conclusion, Findings, and Suggestions*

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4. The atmosphere of the Library of Education Department should be conducive for study and research.
5. Department provides Internet facility to the researchers, B.Ed., M.Ed. students that is why library should develop a computerized retrieval system for documents.
6. Regular updating of library catalogue for better collection use is needed.
7. Weeding out of old and little used documents to improve the quality of collection.
8. A computer awareness programme must be spread among the users for the benefit of his/her teaching and learning process.
9. Well-qualified and experienced staff should be appointed in the Library for providing better service.
10. Silence should be maintained in the Library.
11. Open access should be provided in the Library.
12. Library should be open up to 5.00 p.m. through out the year.

## Appendix

Questionnaire Administered to different  
users' of the Department of Education

Page No. 117-120

## **INFORMATION SEEKING BEHAVIOUR OF STUDENTS OF EDUCATION IN AMU ALIGARH: A SURVEY**

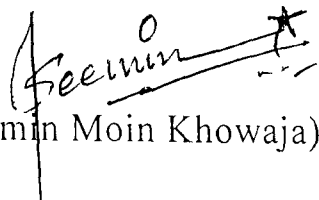
Dear friends,

I am conducting a survey on the above topic for the award of M.L. & I.Sc. degree from Aligarh Muslim University. My dissertation supervisor is Mr. S. Mustafa K. Q. Zaidi (Ex-Chairman) Department of Library & Information Science, AMU, Aligarh.

With a view to collect accurate, comprehensive primary data required for the study, I have designed the enclosed questionnaire and I am seeking your kind cooperation in filling up the same. The data supplied by you will be of immense value for this study and will be used for the dissertation purpose only.

Thanking you with warm regards,

Yours faithfully,

  
(Seemin Moin Khowaja)

# STUDENTS' BEHAVIOUR INFORMATION QUESTIONNAIRE

**DIRECTIONS:-** Please give your free and frank opinion

## PERSONAL INFORMATION

*Name in Block letters you may not mention your name if you so desire*

1. Name-----
2. Name of Institution-----
3. Nature of Study
  - (a) Dip. [ ] (b) Graduate [ ]
  - (c) P.G. [ ] (d) Research [ ]
4. Academic qualification Professional [ ] Non-Professional [ ]
5. Age (in Years) -----
6. Sex Male [ ] Female [ ]

**Please place a tick mark (✓) in front of the choice you prefer**

7. Do you visit the Seminar Library of the Department Yes [ ] No [ ]
8. How often do you visit the education departmental library
  - (a) Daily [ ] (b) Twice a week [ ]
  - (c) Weekly [ ] (d) Monthly [ ]
  - (e) Never [ ]

*Please read each statement carefully & indicate the extent to which you observe the aspects mentioned below each statement is to be evaluated on a 5- point scale from Q no. 9 & 10.*

9. ✓ If you are not a regular user please indicate the reason.

- |   | Strongly agree | Agree | Disagree | Strongly disagree | Undecided |
|---|----------------|-------|----------|-------------------|-----------|
| (a) The library environment is not suitable           | [ ]            | [ ]   | [ ]      | [ ]               | [ ]       |
| (b) Services are not up to the mark                   | [ ]            | [ ]   | [ ]      | [ ]               | [ ]       |
| (c) The collection of books / journals are inadequate | [ ]            | [ ]   | [ ]      | [ ]               | [ ]       |
| (d) The library working hours are inconvenient        | [ ]            | [ ]   | [ ]      | [ ]               | [ ]       |
| (e) Any other (mention) _____                         |                |       |          |                   |           |

10. If you are a regular user for what purpose do you visit the library

- |                                     | Very frequently | Frequently | Sometimes | Rarely | None |
|-------------------------------------|-----------------|------------|-----------|--------|------|
| (a) You get books issued            | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (b) You see dissertations           | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (c) You use periodicals             | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (d) You use ref. material           | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (e) You read news papers/ magazines | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (f) Browse periodicals/books        | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |
| (g) Use audio-visual material       | [ ]             | [ ]        | [ ]       | [ ]    | [ ]  |

11. Do you feel the following are convenient

- |                         |         |        |
|-------------------------|---------|--------|
| (a) Number of Cards     | Yes [ ] | No [ ] |
| (b) Library Environment | Yes [ ] | No [ ] |
| (c) Opening hours       | Yes [ ] | No [ ] |
| (d) Location            | Yes [ ] | No [ ] |



12. ✓ Which methods do you apply for searching the documents  
 (a) By Author [ ] (b) By title [ ]  
 (c) By subject [ ] (d) Any other (Mention) \_\_\_\_\_
13. How do you become aware of the current journals  
 (a) Through the library of your institution [ ]  
 (b) Through teachers [ ]  
 (c) Through classmates & friends [ ]
14. Please indicate the purpose of using periodicals  
 (a) Research [ ] (b) Updating Knowledge [ ]  
 (c) General awareness [ ] (d) Teaching work [ ]  
 (e) Any other (please specify) \_\_\_\_\_
15. ✓ When you want to locate a certain document what do you do  
 (a) Search the shelves yourself [ ]  
 (b) Ask the library staff [ ]  
 (c) Consult the library catalogue [ ]  
 (d) Take the help of your friends [ ]  
 (e) Any other(mention) \_\_\_\_\_
16. ✓ Whether you have internet facility in your department for searching information  
*If yes then please answer Q. NO. 17-20, If no then please go to Q. No. 21*  
 (a) Yes [ ]  
 (b) No [ ]
17. Do you facing any problem in using the internet services  
 (a) Yes [ ]  
 (b) No [ ]
18. Do you believe information seeking is time consuming process  
 (a) Yes [ ]  
 (b) No [ ]
19. If yes please indicate the problem  
 (a) Financial [ ] (b) Technical [ ]  
 (c) Guidance [ ] (d) Slow downloading [ ]  
 (e) Any other (mention) \_\_\_\_\_
20. How much time do you spend searching material on internet  
 \_\_\_\_\_
21. Are you satisfied with the attitude of the Library Staff  
 (a) Yes [ ] (b) Can not say  
 (c) No [ ]
22. How helpful are the librarian and his staff in finding answers to your queries ?  
 (a) Always [ ] (b) Sometimes [ ]  
 (c) Never [ ]

23. Are you satisfied with the following facilities of the library (mark X & ✓)
- |                             |          |                 |          |
|-----------------------------|----------|-----------------|----------|
| (a) Space for reading       | [      ] | (b) Cleanliness | [      ] |
| (c) Lighting                | [      ] | (d) Ventilation | [      ] |
| (e) Drinking water facility | [      ] | (f) Toilet      | [      ] |
| (g) Seating arrangement     | [      ] | (h) Silence     | [      ] |
24. To what extent you are able to update the advances in your field ?
- |                            |          |                        |          |
|----------------------------|----------|------------------------|----------|
| (a) To a very great extent | [      ] | (b) To a great extent  | [      ] |
| (c) To some extent         | [      ] | (d) To a little extent | [      ] |
| (e) Not at all             | [      ] |                        |          |
25. Your library collection is
- |                |          |          |          |
|----------------|----------|----------|----------|
| (a) Excellent  | [      ] | (b) Good | [      ] |
| (c) Sufficient | [      ] | (d) Poor | [      ] |
26. Does your demonstration lesson for teaching practice educate you to use library
- |         |          |               |          |
|---------|----------|---------------|----------|
| (a) Yes | [      ] | (b) Sometimes | [      ] |
| (c) No  | [      ] |               |          |
27. If you don't find them, helpful which of the following arrangements would you suggest.
- (a) More demonstration lesson to be given before the teaching practice starts \_\_\_\_\_
- (b) Demonstration lesson to be given both at the beginning and at the end of the first round of teaching practice [      ]
- (c) Demonstration lesson to be given at the time of criticism lesson [      ]
28. For locating literature in your field which of the following do you prefer
- |                                       |          |
|---------------------------------------|----------|
| (a) Do you want an open access system | [      ] |
| (b) Do you want closed access system  | [      ] |
| (c) Both                              | [      ] |
29. Please mention the country whose periodicals are most useful for you
- |                 |          |
|-----------------|----------|
| (a) USA         | [      ] |
| (b) USSR/RUSSIA | [      ] |
| (c) UK          | [      ] |
| (d) India       | [      ] |
30. Your valuable suggestions are welcomed
- 
- 

**Thank you for taking time to complete the questionnaire**